DOCUMENT RESUME

ED 379 325 TM 022 696

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TITLE	Implementation of the Louis Feinstein Public Service Program during the Period from September, 1992 through June, 1994. Evaluation Report.
INSTITUTION	Sharon Public Schools, Mass.
SPONS AGENCY	Louis Feinstein Public Service Foundation of Rhode Island.
PUB DATE	1 Aug 94
NOTE	83p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Administrators; Community Programs; *Community Services; Educational Trends; Grants; High Schools; *High School Students; Interviews; Parents; Program Evaluation; *Program Implementation; Public Schools; *School Restructuring; Teachers; Youth Programs
IDENTIFIERS	*Louis Feinstein Public Service Program; *Sharon Public Schools MA; Youth Community Service

ABSTRACT

Incorporating community service into the education of public school students in the United States is becoming a national trend and an important research topic. The implementation of the Louis Feinstein Public Service Program in Sharon Public Schools in Massachusetts was evaluated. A structured interview approach was used to gain information about the different constituencies affected or involved through 47 interviews with staff, students, parents, and community members. Seventeen informal interviews were also held. The implementation of the Feinstein program in the Sharon public schools was found outstanding in that it dramatically increased the amount and type of community service programs, initiating a major restructuring of curriculum and instruction. The teaching and learning environment has improved because of the success of particular classroom programs, the support of staff and administration, the effective work of the coordinator, and student and community response. Recommendations for program improvement are included. An appendix contains the survey questionnaire and supporting information. (SLD)

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LOUIS FEINSTEIN PUBLIC SERVICE PROGRAM
SHARON PUBLIC SCHOOLS
SHARON, MASSACHUSETTS

AUGUST 1, 1994

EVALUATION REPORT:

IMPLEMENTATION OF THE LOUIS FEINSTEIN PUBLIC SERVICE PROGRAM DURING THE PERIOD FROM SEPTEMBER, 1992 THROUGH JUNE, 1994

EVALUATORS: Ellen Bender and L. Joan Brown

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A B S T R A C T

Support for incorporating community service into the education of public schools students in the United States has now reached the magnitude of a national trend and has become an important topic for research and implementation in the educational community. The thrust of this movement is two-fold: to create a better society by instilling the value of community service in students as a lifetime philosophy; and to revitalize educational practices by incorporating community service learning into curricula as an effective tool for teaching and learning.

The Sharon Public Schools in Massachusetts is the recipient of a $500,000 grant from the Louis Feinstein Public Service Foundation of Rhode Island. This evaluation study was commissioned by the Director of the Feinstein Program and the Superintendent of Schools. Its purpose is to evaluate the implementation of the Louis Feinstein Public Service Program in Sharon schools from September, 1992 to June 30, 1994.

The evaluators utilized a structured interview approach to gain information about the experiences, the understanding, and the opinions and attitudes of a number of people representing the different constituencies affected or involved. This interview group included participating as well as non-participating staff of the Sharon Public Schools, students, parents, members of the Advisory Council, and members of the community. The evaluators also had access to reports and other materials generated by the Feinstein Director and the Feinstein staff and to the letters of appreciation received by the staff from out-of-school and out-of-district sources. Many separate evaluations made by students and teachers of particular community service experiences and learning units implemented under the Feinstein Program were also made available to the evaluators. In addition to this, the evaluators had many informal interviews with staff, students, parents, and members of the community.

The criteria for evaluating program implementation are threefold: (1) the goals of the original Feinstein proposal; (2) the national standards for community service learning; and (3) the expected outcomes of the integration of community service activities and community service learning as described in relevant research literature. These are described in detail beginning on page ii of the INTRODUCTION. In addition, three questions of paramount importance are considered:

Did the public service experiences implemented under the grant meet identified needs in the local community and the community-at-large?

How could the Feinstein Program best develop community service learning programs which will have a long-term effect on the Sharon Public Schools?

What aspects of the program are essential in order to ensure long-term continuation of the program?

The evaluators consider implementation of the Louis Feinstein Public Service Program in the Sharon Public School to be outstanding in a number of ways. These positive outcomes are reported in FINDINGS, which constitutes the first three pages of this evaluation report: OVERVIEW; MAJOR OUTCOMES; and MOST EFFECTIVE PROGRAM PRACTICES. These are then considered in more detail in the DISCUSSION section. Next, the evaluators include a discussion of CHARACTERISTICS OF EFFECTIVE COMMUNITY SERVICE LEARNING PROGRAMS to highlight aspects of classroom projects which successfully integrate curricula with community service learning and community needs. Finally, because of the wide-ranging nature of the program, a menu of recommendations is provided under appropriate headings in RECOMMENDATIONS FOR FUTURE PROGRAM DEVELOPMENT.

ACKNOWLEDGEMENTS

The evaluators wish to thank the many staff members in the Sharon Public Schools who freely contributed their time to answer the evaluators' questions and to discuss the many aspects of community service and community service learning. We also wish to thank members of the community and students who participated in various evaluation projects and staff members who freely shared their own project evaluations with us.

Our thanks go to William Deveney and Heather Meyer of the Massachusetts Society for the Prevention of Cruelty to Children for sharing the results of the Society's assessment: "Seasons of Service: The First Year of the Massachusetts Community Service Learning Program."

Thanks also to Susan Siegel, associated with The Community Service Learning Center and the University of Massachusetts at Amherst, who is coordinator and evaluator for five Carnegie "Turning Points" schools funded by a Serve America grant.

We also appreciate meeting with the researchers and having an opportunity to review an unpublished paper concerning research on the effect of participation in community service activities upon students' attitudes toward school by Dr. Mary Brabeck, Associate Dean of the School of Education, Boston College, and Dr. Maureen Kenny, Associate Professor in the Department of Counseling, Developmental Psychology, and Research Methods.

Special thanks to Julie Bartsch, the Director of the Louis Feinstein Public Service Program, to Janis Keeling, Community Service Liaison, and to Felicia Solocheck, Assistant to the Director, who opened their files to us and who contributed information and direction as needed.

Ellen Bender and L. Joan Brown

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INTRODUCTION

INTRODUCTION

I. Background of Interest in Community Service Activities

A limited number of community service activities were implemented in the Sharon Public Schools prior to the inception of the Louis Feinstein Public Service Program. The majority of these were "one-shot" or short-term activities in which an external need was recognized (hunger, homelessness) and was addressed through a process of collection and distribution. Activities were usually initiated by a teacher, guidance counselor, or building administrator with students participating as collectors. Occasional activities were also initiated by Parent-Teacher Groups (PTG) in various buildings. In terms of curriculum linkage, these were primarily "add-on" activities. Many of these programs have continued completely independently or are enhanced by the Louis Feinstein Public Service Program.

Another type of on-going community service activity (e.g. before and after the Feinstein grant) is the in-system peer counseling, peer tutoring, peer assistance program implemented both in Sharon High School and in Sharon Middle School for a number of years prior to the Feinstein grant. These also were primarily "add-on" programs, although in the High School peers were utilized as coaches or facilitators in discussions related to the Health Curriculum. In both the Middle School and the High School, the peer tutoring activities were offered as a "reward" to the best students. For example, in the High School, students nominated to the National Honor Society were encouraged to volunteer for peer tutoring in specific academic subjects in the High School, and are required to perform a certain number of hours of community service annually to maintain their National Honor Society Membership.

The success of these activities stimulated interest in the expansion of community service programs and in the role they might serve in expanding opportunities for learning. It was this interest which led to the application for the Feinstein grant. The grant application was developed by the Superintendent of Schools, Dr. Thomas M. LaGrasta, with assistance from the then Assistant Principal at the High School, Michael Levine, and from Lillian D. Savage, a former High School Social Studies teacher who as early as 1981 had developed and supported a program of community service activities at the High School.

Notwithstanding the level of interest prior to the Feinstein grant, available resources were able to support only a limited number of opportunities for community service activities. There were no general goals or procedures for connecting community service activities with direct classroom learning, and there was no move to develop an overall "rational" plan of community service learning in selected curriculum areas preschool through grade 12.

II. Criteria Used in Evaluating Implementation of the Feinstein Program

The criteria posed were considered with respect to the overall question:--HOW CAN THE FEINSTEIN PROGRAM BEST DEVELOP COMMUNITY SERVICE LEARNING PROGRAMS WHICH WILL A HAVE LONG-TERM EFFECT ON THE SHARON PUBLIC SCHOOLS?

The evaluators considered the following three major criteria in developing structured interviews and questionnaires: (A) the goals of the Feinstein grant, (B) national standards for community service learning [see exact title under B. below], and (C) expected outcomes of effective CSL (*) programs as identified in relevant research literature.

A. To what degree has Sharon achieved implementation of THE FOUR MAJORS GOALS OF THE FEINSTEIN GRANT?

"...to instill in students the values of public service, compassion, initiative, and leadership"

"...to develop curriculum components for those areas of the the K-12 sequence [actually, preschool through grade 12] where gaps exist and provide staff training to ensure full implementation of CSL in the curriculum"

"...to develop a series of public service experiences"

"...to develop a demonstration and dissemination institute to interest other school districts with their planning and implementation through the provision of materials and advice"

These goals were addressed in the questionnaires and structured interviews completed with staff, with students, with members of the Advisory Council, and with members of the community. Membership on the Advisory Council includes teachers, parents, representatives of community groups and of the Feinstein Program. Although the study was conducted from an educational and curriculum perspective, it is important to understand that the public service aspect of the grant is intended to address genuine needs in the community. The evaluators believe that the the participants have already made a substantial contribution by searching out and meeting needs in the local community and in the wider metropolitan community. Strong relationships and collaborations have been made between the school, the students, community members and community groups, and these relationships are changing the community's perspective about the schools in positive ways. Thus, these associations become mutually beneficial to both school and community.

* Throughout this report, "CS" and "CSL" refer to "community service" and "community service learning." CSL, as an educational concept, refers to the educational paradigm connecting CS with curriculum in order to make learning more motivating, more action-based, more real, and more thorough.

B. To what degree does implementation in Sharon reflect THE NATIONAL STANDARDS FOR COMMUNITY SERVICE LEARNING?

The statements listed below are drawn from "Standards of Quality for School-Based Service Learning," April 29, 1993 by the Alliance for Service Learning.

B2. Service learning strengthens academic learning.

B3. To ensure continuation of the program, service learning must be connected to academic learning.

B4. Effective service learning serves as a model for teachers to increase the amount of meaningful or "reality-based" instruction with students.

B5. Model service learning provides concrete opportunities for youth to learn new skills, think critically, and test new roles in an environment which encourages risk-taking and rewards competence.

B6. Preparation and reflection time for students are essential elements in service learning.

B7. Students' efforts are recognized by their peers.

B8. Teachers' efforts are recognized by their peers.

B9. The service students perform makes a meaningful contribution to the community. (In this context, the school may be defined as the community.) (e.g. "fill a recognized need...be developmentally appropriate..[have] appropriate, tangible or visible outcome or product [and] ...when possible demonstrate the learning outcomes").

B10. Service learning connects the school with parents in new and positive ways.

B11. Service learning connects the school with the community in new and positive ways.

B13. Skilled guidance and support are essential to the success of service learning.

B14. Pre-service and staff development which included the philosophy and methodology of service learning have ensured that program quality and continuity are maintained.

B15. Pre-service and staff development efforts have been sufficient.

* Note that standards B1 and B12 were deliberately omitted as not appropriate for our purposes.

C. To what degree does implementation in Sharon reflect EXPECTED EFFECTS OF COMMUNITY SERVICE LEARNING PROGRAMS?

Research concerning CSL programs as reported in other studies of community service programs shows that the following results are expected as outcomes of effective CSL programs:

1. Improvement of general attitudes of staff and students toward the school environment

2. Improvement of general attitudes toward service learning and participating in service projects as a way of life

3. Acceptance of service learning in general and its integration into the curriculum as a teaching/learning philosophy and methodology

III. Conduct of the Evaluation, November 1993 - June 30, 1994

A. Formative Aspects: During this period, the evaluators have consulted with Julie A. Bartsch, Director of the Louis Feinstein Public Service Program in the Sharon Public Schools, on a regular basis (approximately once weekly) both formally and informally. These meetings have led to recommendations for a number of procedural changes which were adopted to improve the ease of managing such a broad and far-reaching program. The most important of these recommendations included (1) teacher accountability for the implementation of mini-grants; (2) immediate evaluation of important activities (such as workshops) by the participants; (3) gathering of evaluative statements from the participants and recipients of community service programs; (4) maintaining a log of community service activities in the Sharon Public Schools (whether or not related to the Feinstein program).

B. Summative Aspects: In the gathering of information about implementation of the Feinstein Program, the evaluators relied upon the following methods:--

1. Structured interviews of staff (both participants and non-participants)
2. Staff questionnaires
3. Surveys of participants (students as service deliverers)
4. Surveys of recipients (those served by particular programs or activities)
5. Workshop evaluations
6. Program Observation
7. Pre- and post-attitude questionnaires and essays from grade 9 students participating in CS classes in the High School
8. Log of community service activities
9. Public announcements, bulletins, newsletter, and articles about Feinstein activities, and end-of-year reports

Even a preliminary review of the number and variety of CS and CSL programs (see May log in the APPENDIX) makes it apparent that, as extensive as this survey was, the evaluators have not surveyed or interviewed everyone, but have instead attempted to obtain a representative sample of opinions and gather sufficient information to answer the following questions:

What specific outcomes could we identify and document (quantitatively, if possible)?
What were the most effective practices employed in Sharon community service learning programs?
Which CSL programs developed in Sharon might serve as models for curriculum development and replication?
What efforts are needed to strengthen program development in order to ensure program continuation

C. Interviews and surveys: The following individuals and groups were surveyed by the method shown. The evaluators attempted to interview a representative cross-section of staff, including all grade levels, all academic disciplines, and special subject areas, and a total of 66 were actually interviewed. A large number of additional information was gathered through questionnaires or evaluation instruments only. If an individual or group other than the evaluators developed the survey, the source is named.

Structured Interviews: (using questionnaire outline)
--19 administrators, coordinators, guidance staff, and systemwide staff
--20 teachers, 3 instructional assistants
-- 7 non-participating staff members
-- 1 Feinstein staff member

Subtotal = 47

Other Interviews: (selected topics from the questionnaires)
-- the Superintendent of Schools
-- 1 building principal
-- 3 guidance staff members
-- 1 classroom teacher
-- 2 Feinstein staff members
-- 1 Council On Aging representative
-- 5 Advisory Council members
-- 2 parents
-- 1 grade 9 student who with 3 other students conducted interviews to evaluate certain aspects of CSL programs

Subtotal = 17

TOTAL NUMBER OF FORMAL INTERVIEWS IN SHARON = 64

Surveys/Questionnaires: *

--22 paired responses (Jan./June, 1994) of grade 9 students participating in the Senior/Freshman Community Service class--administered by the evaluators

-- 8 questionnaires administered by Heather Schoenfeld, grade 12, to students participating in the above program

--92 responses to questionnaires distributed to High School students by the School Improvement Council, shared with evaluators by Mr. Fazzio, High School Social Studies teacher, Community Service teacher, and member of the High School School Improvement Council

--26 parents in response to the same questionnaire

--99 evaluation essays by grade 7 students asked to respond to 4 questions by Mr. Berkowitz, Middle School Social Studies teacher, and Mrs. Keeling, Feinstein Advisor

--23 grade 6 student essays to evaluate a partnership learning project with a grade 12 class; survey conducted by Miss Driscoll, grade 6 teacher

Workshop evaluations and other materials:

The evaluators also had access to evaluations from participants in workshops and other presentations as well as letters of appreciation from outside participants and recipients of a variety of services. A number of teachers included written

written evaluations by students as an on-going or final part of their project. Those listed above represent only a portion of the total number of those reviewed by the evaluators.

The evaluators attended a meeting of the Community Service Advisory Council to present an overview of the evaluation. They also had the opportunity to discuss issues concerning evaluation with other evaluators, in particular, the Department of Research and Evaluation Department of the Massachusetts Society for the Prevention of Cruelty to Children. The evaluators also consulted with Susan Siegel, associated with The Community Service Learning Center and the University of Massachusetts at Amherst, who coordinated and evaluated five "Turning Points" schools for a Serve America Grant. Mrs. Bartsch also arranged for the evaluators to share their approach and to discuss preliminary results with a Harvard Graduate School Class, "Service Learning: A Teaching Methodology" in April of this year.

The evaluators had access, as well, to a paper "Designing an Assessment Model for an In-School Service Learning Program: The Feinstein Program at Sharon (MA) High School," prepared in the spring of 1993 by Colin Gibney, a graduate student in the Harvard School of Education. Results of an on-going four-year study in the Sharon Public Schools in the form of an unpublished paper were shared with the evaluators by Dr. Mary Brabeck, Associate Dean in the School of Education at Boston College, and Dr. Maureen Kenny, Associate Professor, Department of Counseling, Developmental

Psychology, and Research Methods. This study concerns the effect of participation in community service upon students' attitudes towards the school environment.

Finally, the evaluators have had many informal conversations with parents and other members of the community regarding the Feinstein program.

IV. Format of this Report

For ease in locating important information, the FINDINGS section provides a quick summary of findings in list form. The DISCUSSION section provides a narrative explanation of the information provided in the lists of the FINDINGS section.

The CHARACTERISTICS OF EFFECTIVE CSL PROJECTS section describes the characteristics of some of the most successful projects implemented by staff in the Sharon Public Schools. The RECOMMENDATIONS section includes an introductory explanation and a series of recommendations in list form. THE APPENDIX provides related documentation including samples of the type of information obtained and a small sampling of additional information.

Readers who are interested in obtaining a more detailed picture should also refer, as the evaluators did, to reports generated by the Feinstein staff. Of most help were "Year One, Summary of Activities, July, 1993," "Year Two, Summary of Activities, July, 1994," and "Final Report on Mini-Grants from 1993-1994."

The evaluators also advise the interested reader to review the first page of the APPENDIX entitled "Quick Survey of Responses to Scaled Questionnaire Items," and to samples of the letters of appreciation and support which appear at the end of the APPENDIX.

FINDINGS

O V E R V I E W

In the course of the evaluators' interviews and investigations which took place over a period of six months (January to June, 1994), there were several salient findings concerning the implementation of the Louis Feinstein Public Service Program:

FINDING #1

The Louis Feinstein Public Service Program has dramatically increased the amount and type of community service programs implemented in the Sharon Public Schools.

FINDING #2

The Louis Feinstein Public Service Program has initiated a major restructuring of curriculum and instruction by introducing the concept of community service as a paradigm for learning.

FINDING #3

For those who have availed themselves of the opportunity to participate, the Louis Feinstein Public Service Program has improved the teaching/learning environment in a number of expected ways.

FINDING #4

Key factors contributing toward establishing community service learning as a priority for staff and curriculum development in the Sharon Public Schools include the following:

--the success of particular classroom programs

--the support of central office administration

--the energy, enthusiasm, and expertise of the Feinstein Coordinator and the complementary skills of the Feinstein staff in providing the support and coordination necessary to make the program work

--money and resources to support an intensive and broadly-conceived implementation program

--availability of the vans which enables teachers to broaden the learning environment

MAJOR OUTCOMES
SEPTEMBER, 1992 - JUNE, 1994

1. VALIDATION OF COMMUNITY SERVICE ACTIVITIES AS A PARADIGM FOR TEACHING AND LEARNING

2. VASTLY INCREASED INCIDENCE OF COMMUNITY SERVICE ACTIVITIES

3. INCREASED INCIDENCE OF SERVICE ACTIVITIES WHICH ARE INTEGRATED WITH VARIOUS CURRICULA IN THE CLASSROOM

4. DEVELOPMENT OF PROGRAMS WHICH ARE MODELS FOR REPLICATION ACROSS GRADE LEVELS

5. SHIFT IN EMPHASIS FROM SHORT-TERM COMMUNITY SERVICE ACTIVITIES TO ON-GOING LONG-TERM PROJECTS

6. POSITIVE EFFECTS UPON THE WORKING ENVIRONMENT FOR STAFF CHARACTERIZED BY INCREASED RISK-TAKING AND EXPERIMENTATION, INCREASED SHARING, COOPERATION, AND COLLEGIALITY, INCREASED MOTIVATION AND RENEWAL

7. POSITIVE EFFECTS UPON THE LEARNING ENVIRONMENT FOR STUDENTS

8. CREATION OF NEW AND UNIQUE COLLABORATIONS AMONG AND BETWEEN STAFF, STUDENTS, PARENTS, AND THE COMMUNITY

9. IMPROVED COMMUNITY AND PUBLIC RELATIONS

10. COLLABORATION WITH OTHER GROUPS IN THE STATE AND IN THE NATION CONCERNING COMMUNITY SERVICE LEARNING

11. PROGRESS TOWARD ESTABLISHING THE COMMUNITY SERVICE LEARNING PROGRAM IN SHARON AS A MODEL FOR ADOPTION BY OTHER SCHOOLS

MOST EFFECTIVE CSL PRACTICES

1. ALL TYPES OF EFFORTS ARE SUPPORTED BY THE FEINSTEIN STAFF WHETHER OR NOT INITIATED AS PART OF THE FEINSTEIN PROGRAM

2. MINI-GRANT OPPORTUNITIES WHICH PERMIT STAFF TO INITIATE COMMUNITY SERVICE LEARNING ACTIVITIES AND PROJECTS

3. COLLABORATIONS OF ALL KINDS

   a. CROSS-AGE GROUPINGS AND PARTNERSHIPS-IN-LEARNING

   b. STAFF AND STUDENT COLLABORATIONS WITHIN AND ACROSS GRADE LEVELS, DEPARTMENTS, AND BUILDINGS

   c. STUDENT AND STAFF COLLABORATIONS WHERE STUDENTS ARE ENCOURAGED TO MAKE CHOICES, TO PARTICIPATE IN PLANNING, TO REFLECT UPON OUTCOMES, AND TO EVALUATE RESULTS

   d. STUDENT AND STAFF COLLABORATIONS WITH TOWN DEPARTMENTS AND OTHER TOWN GROUPS OR ORGANIZATIONS

   e. STUDENT AND STAFF COLLABORATIONS WITH AGENCIES ENGAGED IN ADDRESSING THE NEEDS OF THE LARGER METROPOLITAN COMMUNITY

   f. COLLABORATION OF FEINSTEIN STAFF WITH STATE, REGIONAL, AND NATIONAL PROGRAMS

4. "SHALL I SERVE?"- BIMONTHLY FLIER/SIGN-UP FORM FOR HIGH SCHOOL STUDENTS DESCRIBING CS REQUESTS IN & OUT OF THE SCHOOL SYSTEM

5. PROVISION OF TRANSPORTION OPPORTUNITIES WHICH OPEN UP AND EXPAND THE LEARNING ENVIRONMENT

6. UTILIZATION OF TECHNOLOGY TO EXPAND THE LEARNING ENVIRONMENT

7. DEVELOPMENT OF A COMMUNITY SERVICE NEWSLETTER TO INFORM STAFF AND THE PUBLIC OF COMMUNITY SERVICE ACTIVITIES AND EVENTS

8. DISSEMINATION AND DEMONSTRATION ACTIVITIES

   a. NESDEC WORKSHOP - AN AFTERNOON OF SHARING LEARNING PROGRAMS AND ACTIVITIES IN SHARON CSL PROGRAMS WITH TEACHERS AND ADMINISTRATORS FROM OTHER COMMUNITIES

   b. THE MARKETPLACE - A DAY OF SHARING SHARON COMMUNITY SERVICE LEARNING PROJECTS WITH ALL STAFF IN THE SHARON PUBLIC SCHOOLS AND ABOUT 50 INTERESTED OUTSIDE PARTICIPANTS

   c. DIRECTOR PARTICIPATED IN DEPT. OF EDUCATION DEVELOPMENT OF CORE CURRICULUM WHICH NOW INCLUDES CSL

   d. DIRECTOR ADDRESSED OVER 40 PRINCIPALS (K-12) AT "THE PRINCIPALS' CENTER BREAKFAST PRESENTATION SERIES"

   e. DIRECTOR WAS KEY-NOTE SPEAKER ON CSL AT THE CLINTON AREA EDUCATIONAL FORUM, INVOLVING REPRESENTATIVES FROM 8 SCHOOL DISTRICTS

DISCUSSION

D I S C U S S I O N : O V E R V I E W

FINDINGS #1 AND #2: #1-The Feinstein Program has increased the amount and type of CS programs in the Sharon Public Schools, and #2-...has initiated a major restructuring of curriculum and instruction by introducing the concept of community service as a paradigm for learning.

Community service programs existed in the Sharon Public Schools prior to the inception of the Feinstein Program. However, according to staff interviewed, the implementation of this program has brought about an increase in the number of programs and a change in emphasis from short-term collection projects to long-term service learning projects which are integrated with a variety of curricula. The logs which are now being kept by the Feinstein staff list CSL programs for the High School, the Middle School, and for the Elementary Schools. Samples for the month of May, 1994 are included in the APPENDIX. The systemwide log for May lists over 40 CS and/or CSL activities. In addition, mini-grants proposals submitted by staff for the 1994-1995 school year will potentially double the involvement of staff over the previous school year.

The evaluators believe that there is a place for both types of programs: short-term collection projects raise awareness of community and social needs, of conditions in society, and are more frequently done as whole-school projects which make participants feel good about their contribution. They can lead to a child's developing interest in a particular area or cause, and they provide a model for good citizenship.

Long-term CSL projects achieve those goals and, in addition, provide an academic link to real-life situations. By infusing CSL into the curriculum, teachers broaden the learning environment and increase the sophistication of learning expectations and accomplishments. Students learn new skills and are given an opportunity to transfer learned skills into action in new settings. Cross-curricular connections improve metacognition and provide students with the opportunity to make unique intellectual discoveries requiring analysis, synthesis, problem-solving, and evaluative judgments. Most of the short-term projects are teacher- or adult-driven, while long-term projects encourage greater student participation in planning, decision-making, and evaluation. Further, CSL supports the adoption of a very effective paradigm for teaching and learning.

Long-term CSL projects also encourage wider collaborations with school and out-of-school groups and foster greater community understanding and support for the schools. Long-term projects also result in experimentation with a wider range of curriculum connections and tend to address a wider range of community needs. (Please refer to CHARACTERISTICS OF EFFECTIVE CSL PROJECTS for examples of the range of teacher initiatives.

These comments are made in part because some evaluation models define community service much more narrowly than the program in Sharon has done. For example, only student-initiated service involving x number of hours per week for a semester is counted and evaluated as community service. Such a model is too limited for a small community and, of necessity, engages mainly older children. It also ignores the function of CSL as an important in-school tool for learning. It is important to note that the Sharon program is different in that it models and teaches community service as a wide variety of creative options which can be built upon the interests of staff and students, and integrates community service where possible with academic and other learning opportunities.

[Refer to the results for scaled questions A3a, A3b, B2, B4, B5, B9, B12 on Administrative/Staff questionnaires in the APPENDIX.]

FINDING #3: For those who have availed themselves of the opportunity to participate, the Louis Feinstein Public Service Program has improved the teaching/learning environment in a number of expected ways.

According to staff, the Feinstein Program has offered teachers the opportunity for "renewal," a word the evaluators heard again and again in interviews. For staff members who chose to participate, the Feinstein Program provided the opportunity to take risks, to experiment with new ideas (or, in some cases, ideas they had had for a long time without opportunity for implementation), to utilize resources both in and out of the schools, and to make learning more stimulating, exciting, and relevant both for teachers and students. "The Feinstein Program has supported students as well as staff." Interestingly, these same effects were observed and reported to the evaluators by non-participants as well as participants.

[Administrative/Staff scaled questions A1, A2, A3, A4, B7, and B8 and for narrative questions A5 and B17 were used to formulate results. Please see results for scaled questions in the APPENDIX.]

FINDING #4: Key factors ...toward establishing CSL as a priority for staff and curriculum development include --success of particular classroom programs; support of central administration; energy, enthusiasm, and expertise of the Feinstein Coordinator and staff...; money and resources to support implementation; availability of transportation.

In the long run, the evaluators believe that the success of teachers in implementing their own CSL curriculum projects has generated the most interest and excitement. Systemwide, staff

members are very interested in what is going on in the different CSL projects, and many express the need for more time and more opportunities to learn about the different programs in greater depth. The most frequent recommendation from staff was the need for more "nuts-and-bolts" and "how-to" sessions from the many staff members who have already developed and implemented a CSL project (teacher-to-teacher training). Several projects are currently expanding into different classes and grade levels as other staff have seen the potential for enriching the learning environment in their own classes.

Staff members felt that the strong support of the Superintendent of Schools was effectively communicated to staff in a number of ways and was essential to the successful implementation of the program to date. Support from other administrators and coordinators varied and is addressed in the RECOMMENDATIONS FOR FUTURE PROGRAM DEVELOPMENT.

Staff expressed particular appreciation for the openness and voluntary nature of the program, and for the professional and fiscal support they received from the Feinstein Program and the Feinstein staff. The following adjectives characterizing the Program and the Director were recorded over and over again in interviews, and they speak to the effectiveness of the Director's approach: "non-judgmental style," "openness to people and ideas," "willingness to listen," "accessibility," "creativity" in assisting staff to develop ideas, "people skills," "energy," "excitement," "doggedness." While it is not within our purview to evaluate staff, it is important to note the characteristics of the Director's approach which have helped to engage staff. Also mentioned: [The director is] "...very involved in the system not just in her own program....[is] very involved at the state and national level." [Her] "expertise is observable and available and is not forced on anyone."

"Connectedness outside the system has brought the access to a wide range of professional thinking and expertise."

As the Feinstein Program has increasingly expanded its parameters during the period from September, 1992 through June, 1994, the Director has found it necessary to strengthen efforts to coordinate CSL activities with other initiatives in the Sharon Public Schools including those of the Values group, the Guidance staff, the Health and Health Grant staff, the Diversity Task Force, and curriculum efforts of the Curriculum Coordinators. Mrs. Bartsch has also become involved with staff in developing an internship program involving High School students, and working with the Scheduling Committee to expand secondary school scheduling options in order to support internship activities and other educational initiatives.

She has given the program a high public profile locally through her involvement (both as a speaker and a participant) with the Community Youth Coalition, the Council on Aging, the Rotary

Club, and other groups. In addition, she has provided the program with a high public profile statewide and nationally because of her engagement with various groups outside of Sharon. She has fostered higher education connections to share the experience of Sharon teachers and to develop teaching practicums and internship experiences in the Sharon Public Schools for college students, which will further support the Sharon teachers in the development of their CSL programs. Most importantly, her work on the "Massachusetts Commission on the Common Core of Learning with the Department of Education has had a positive impact on the development of statewide curriculum guidelines which now include CS and CSL.

The complementary skills of the Feinstein staff assist Mrs. Bartsch and the staff of the Sharon Public School in initiating projects, scheduling, teaching, consulting, monitoring, and providing follow-through as needed. Although the Feinstein Program has accomplished more than anyone expected in this two-year period, there is an inherent danger of expanding beyond management capabilities in the coming year. While staff talked enthusiastically about contacts with and support from the Feinstein staff, as the program has expanded there have at times been problems with prompt feedback. The evaluators have asked the Superintendent and Feinstein staff to consider options for use of volunteers to help provide added support to staff in the coming year, and to consider how best to strengthen procedures for follow-through to ensure timely responses to all requests for assistance.

Staff members are grateful for the funding the Sharon School System has received from the Louis Feinstein Public Service Program, which has enabled them to develop instructional initiatives and put them into effect in a collaborative and supportive environment. Staff is concerned about what will happen when the grant ends, and consider coordination, fiscal support for the particular projects, and transportion facilities to be necessary to ensure program continuation. The vans are necessary to expand the learning environment by making a wider range of connections possible. Fortunately for the Sharon Public Schools, the Feinstein Director has assumed the initiative in seeking out and making application for alternative sources of funding.

[Responses to narrative question A7 in the Administrative Staff Interview Questionnaire were used for this section. Similar questions were posed in the Teacher Interview Questionnaire and the results combined where appropriate.]

DISCUSSION: MAJOR OUTCOMES

1. VALIDATION OF COMMUNITY SERVICE ACTIVITIES AS A PARADIGM FOR TEACHING AND LEARNING

In response to statements from the national standards for community service learning * which describe a positive relationship between CSL and improved or expanded academic learning, 85% of all staff interviewed responded favorably ** to the concept that CSL increases "the amount of meaningful or 'reality-based learning,' while 60% of respondents (administrators and coordinators only) agreed that CSL strengthens academic learning. [Responses to national standards B4 and B2 respectively.]

Teachers interviewed spoke of the range of academic skills which were taught through community service learning and activities. The skills and concepts mentioned varied greatly depending upon the type of project undertaken. In English and Communicative Arts, connections were made with literature and with overall intellectual themes. Making conceptual connections and evaluative judgments, utilizing planning and organizational skills, practicing interviewing (formulating questions), graphing information, keeping journals, writing essays, publishing newsletters, listening and speaking are representative of the skills developed and practiced through these projects. Projects associated with social studies curricula contained similar integration of CSL and academic learning. At many grade levels, projects involved the integration of CSL with three or more subject areas while meeting a wide variety of needs in the communities served. The range of projects was extensive. Some unique examples in addition to those listed in the section, CHARACTERISTICS OF EFFECTIVE CSL PROGRAMS.

Mrs. Terrell's project in which an eighth grade cluster demonstrated science experiments to first and second grade students at Cottage Street. (Teachers: Mrs. Berger, grade 2; Ms. Trykowski, grade 1; Mrs. Wernick, grade 1)

Mrs. Jameson, Art Teacher, and Mrs. Rebello, Fifth Grade: a project at Heights in which grade 5 students demonstrated Chinese calligraphy to a grade 9 English class (Mrs. Picheny) which was reading about Oriental literature and culture.

* The national standards are listed on pages ii and iii in the INTRODUCTION to this report; the actual number of responses to questions and statements are recorded in the APPENDIX.

** The evaluators use the term "favorably" to indicate that those responding chose either a "4" or "5" on the scale(s), "5" being "Strongly Agree" and "4" equivalent to "Agree."

2. VASTLY INCREASED INCIDENCE OF COMMUNITY SERVICE ACTIVITIES

94% of the respondents stated that there has been not only an increase in the number of projects but that the Feinstein Program is responsible for the increase. (Response to question #A3a, "Has the Feinstein program increased the number of service learning projects?") To clarify, there have been increases in both community service activities and in projects which integrate community service with curriculum as a learning model in a way which illuminates curriculum and puts it into practice.

We have included in the APPENDIX a copy of the log kept for the month of May, 1994 in order to give the reader a sense of the range and type of activities.

3. INCREASED INCIDENCE OF ACTIVITIES WHICH ARE INTEGRATED WITH VARIOUS CURRICULA IN THE CLASSROOM

How does the Feinstein staff best assist teachers to develop curriculum connections between community service and academic learning? The three practices most appreciated by teachers were (1) brainstorming sessions conducted by Julie Bartsch; (2) the opportunity for informal individual and small-group discussions with Feinstein staff which support creative approaches to CSL curriculum design and implementation; and (3) teachers teaching teachers (e.g. how-to sessions with staff who have already designed and implemented a CSL project).

In most cases, teachers engaged in community service projects (other than short-term fund-raising projects) provided ample evidence of curriculum connections and academic learning practiced, enhanced, or expanded in some way through community service learning. Again, this varied greatly depending upon the particular project, but it was most typical to find multiple connections with academic curricula as well as realizing the practice of academic learning in "real" situations. In addition, teachers observed that students' underlying learning skills were enhanced through these projects (listening, speaking, organizing).

[Refer to responses to statements B2, B3, B4 in the APPENDIX.]

4. DEVELOPMENT OF PROGRAMS WHICH ARE MODELS FOR REPLICATION ACROSS GRADE LEVELS

Community service learning, at its best, serves as a paradigm for increasing the sophistication of academic expectations, learning skills, strategies, and behaviors, and the general social and learning behavior of students, and it provides an environment in which students practice the application of academic and learning skills in real situations. Equally important, it fulfills the grant goal of identifying and meeting real needs in

the community and encourages students to develop a lifetime value of performing community service.

While one of the most important aspects of the Feinstein Program as implemented has been its openness and unwillingness to impose programs upon teachers, it is clear from the interviews that teachers recognize the potential of several of these programs which could serve as a model and which could be adopted in whatever form is appropriate at selected grade levels. We recognize the conflict resolution program described at length on page 6 of this report because it was mentioned so often by other staff members. The consensus is that this program, developed by Diane Fischer and Debby Shaw, should be utilized as a model for improving student motivation and behavior (both social and learning) in grades 5, 6, 7, and 8, and that it should be introduced gradually to teachers, students, guidance staff, and administration in those grades. It should be integrated with curriculum in Social Studies and English where appropriate. Mrs. Fischer and Mrs. Shaw have shared their projects in some building presentations and during "Marketplace." This generated a strong interest among some teachers in the middle school, and in the elementary and primary grades. Mrs. Bartsch is working with Mrs. Fischer and Mrs. Shaw to develop a series of workshops for interested staff.

The evaluators found other programs which, in their opinion, should also serve as systemwide models. However, we refrain from making specific suggestions since we think the strongest approach is to disseminate those programs locally and to allow teacher interest to develop (as in the case of conflict resolution) and to encourage teachers to participate in decision-making about how the programs are most appropriately integrated into their subject(s) and grade levels.

Another program described on page 9 which has been carried out systemwide in most grade 3 classes is ELF (Environmental Learning for the Future). This program will be expanded to include grade 4 in 1994-1995.

5. SHIFT IN EMPHASIS FROM SHORT-TERM COMMUNITY SERVICE ACTIVITIES TO ON-GOING LONG-TERM PROJECTS

95% of those responding to question #A3b ("Has the Feinstein Program increased the number of on-going service projects as opposed to one-shot interventions?") responded positively.

The twenty-one mini-grant applications for the 1993-1994 school year were conceived of as long-term, curriculum-related projects. However, many other projects were also long-term. For example, the A.S.K. (Academic Support for Kids) Program brought High School students to the Middle School to work as tutors with Middle School students. There were a number of similar

partnerships-in-learning projects. Another project brought High School students learning Spanish to La Casa Nueva Vida in Jamaica Plain to work with Spanish-speaking mothers and children who are homeless for a variety of reasons.

One curriculum coordinator noted that long-term interventions are more likely to create new relationships among staff and to break barriers between school and community in a reciprocal way: community members learned to perceive school staff and students as empathetic and supportive individuals, while school staff and students learned to perceive the "homeless," "elderly," and "handicapped" as individuals with rights and entitlements to assistance and support. They learned to "the disadvantaged" as individuals each with their own histories, personalities, and hopes.

6. POSITIVE EFFECTS UPON THE WORKING ENVIRONMENT FOR STAFF CHARACTERIZED BY INCREASED RISK-TAKING AND EXPERIMENTATION, INCREASED SHARING, COOPERATION, AND COLLEGIALITY, INCREASED MOTIVATION AND RENEWAL

Among the documented and expected effects of engaging staff in community service learning are increased cooperation, collegiality, improved morale, and increased diversity. [These four factors are cited in the literature and are included as criteria in the national standards.] Both participating and non-participating staff observed these effects upon those who participated in community service projects and community service learning, especially with regard to cooperation, collegiality, and diversity. Although some unique collaborations existed before, many new connections were made or fostered through the Louis Feinstein Public Service Program. Greater diversity was observed, in particular, in multi- or cross-age groupings of various types and in populations served in out-of-school projects.

With respect to morale, respondents were more conservative: in one way not wishing to attribute perceived improvement in morale solely to the Feinstein Program; and in another way wishing to emphasize (in some but not all buildings) that positive morale existed prior to the Feinstein Program.

However, staff repeatedly mentioned the "excitement" and "enthusiasum" for teaching and learning associated with CSL projects. The word "renewal" came out repeatedly in interviews with participants who were grateful for the opportunity to try out initiatives of their own with the support of the Feinstein staff.

The Louis Feinstein Public Service Program "opened up opportunities" and provided "a psychological boost" for staff who have felt stifled by the lack of fiscal support for experimentation and who, in some buildings and curriculum areas, have felt limited by lack of support for new approaches to

teaching and learning. In addition, those surveyed emphasized the fact that the opportunities provided by the Feinstein grant created a working environment in which risk-taking and experimentation were validated and encouraged by the Feinstein staff and by the Superintendent of Schools.

Of importance to central administration and the Feinstein staff is the fact that the Feinstein Program very much supports the implementation of the major values selected by staff to characterize their ideals for the working/learning environment: INCLUSION, RESPECT AND TRUST, and LEARNING FOR LIFE.

An unexpected result of interviews was that a number of staff members thanked the evaluators for the opportunity to consider and discuss their projects and their involvement in the Feinstein Program--stating that the interview process had helped them to attain an overview or insights about their projects which they had not previously had time to make. The evaluators recognized that reflection time is equally as important for staff as for students. A number indicated the need for regular, on-going opportunities for discussion and feedback regarding their projects, and so this was added to the RECOMMENDATIONS and there have been discussions as to ways in which this might be accomplished for 94-95.

[Refer to responses to statements A1a, b, c, and d in the APPENDIX.]

7. POSITIVE EFFECTS UPON THE LEARNING ENVIRONMENT FOR STUDENTS

The Feinstein Program has enabled some teachers "to create a learning environment in which there is more than one way [for students] to succeed." In teachers' own words: "It provides opportunities to see students in another light, to let them shine." The teacher "gets to see students in a different light, not necessarily who is the best student academically. Students and teachers see each other more as a whole person."

There were a number of dramatic anecdotal accounts of the positive effects on students, particularly for students who for one reason or another have difficulty "fitting in" to the school environment. One High School student who participated in an on-going project with younger students stated to a counselor that the experience had changed her mind about dropping out of school. "Perhaps there is a place for me in Sharon High School after all."

Teachers reported changes in group as well as in individual behavior. A number of CSL projects supported classroom environments where students began to support one another in overt and positive ways. Decision-making skills, ability to work cooperatively, taking responsibility for their work and behavior,

a sense of ownership and pride in their work are aspects of improved learning behavior in students observed and reported by teachers engaged in community service learning projects. Even several non-participating teachers talked about the improved behavior of classes coming to them from a class which emphasized community service learning. In four classrooms, teachers reported that the improved learning and social behavior carried over to other activities in school and influenced the way parents and children interact as well--there was a carry-over into the home.

In many instances teachers commented upon the people skills their students developed--from the ability and assurance to approach adults and speak with them and in front of them about issues of importance, to the ability to listen and learn from people of all ages, to interact with young children in ways which supported the younger children.

In response to statement #B5 ("Model service learning provides concrete opportunities for youth to learn new skills, think critically, and test new roles in an environment which encourages risk-taking and rewards competence."), 88% of the respondents expressed agreement.

One staff member commented, "Community service learning allows students to develop [practice] skills they already have and may or may not be aware of having."

Staff also strongly agreed with statement #B6: "Preparation and reflection time for students are essential elements in service learning." However, interview statements revealed that theory and practice sometimes differed here. Most teachers, but not all, made some provision for reflection time for students (sometimes through journals, essays, participation in a written evaluation, or through regular discussion). This tended to be more true for long-term projects than for short-term projects of the collection type.

Since most projects were teacher-initiated, students were not usually included in the initial planning process. However, many projects encouraged student input, student decision-making, and provided opportunities for student choices. The Feinstein Student Foundation, established by Alan Feinstein, provided money to a student board which then distributed it in grants to community organizations to support their service activities. This is a most unique and outstanding example of student empowerment by having them act as philanthropists.

Some student comments upon their involvement with CSL projects:

"I feel like someone who matters, someone who can be counted on for help. I like the way I have somewhat of a responsibility; that makes me work harder." (High school student.)

"...it can help, young and old, to get a better understanding of the learning process." (High school student.)

"I feel that I took in as much knowledge as I gave out to my buddy." (High school student in a partnership program.)

"The twelfth graders can be our teachers, friends, and role models." (Third grade student.)

Some teacher comments:

"I liked the way my students were taken seriously by other staff members in the building." (High school teacher.)

"I gained more understanding that you can't underestimate students, that they exceeded expectations, that people everywhere were willing to help and make a difference." (Elementary teacher.)

Again, the positive effects of CSL on the learning environment also very much support the implementation of Sharon Values in helping to create an institutional environment in which students have a voice and become partners in making choices and decisions for themselves and for the school.

[Refer to responses to scaled statements A2, B2, B4, B5, B6, and B7 in the APPENDIX. Discussions in response to narrative statement A5 were also used to formulate this section.]

8. CREATION OF NEW AND UNIQUE COLLABORATIONS AMONG AND BETWEEN STAFF, STUDENTS, PARENTS, AND THE COMMUNITY

The evaluators found extensive evidence of new and unique collaborations formed as a result of participation in the Feinstein Program. (There have been outside collaborations before the Feinstein Program; however, the number and range of these collaborations has substantially increased--more than doubled.) As one teacher put it, "The Feinstein Program really opened me up to possibilities within the community."

A list of collaborations with outside groups appears in the APPENDIX. There have also been some unique collaborations with individuals. For example, Mrs. Dennis and Mrs. Conley and their grade 11 English classes worked a local quilter, Laura Rosenspan.

Other examples:--

--Sharon Community Closet, a Council on Aging Project which utilized High School student volunteers working with Mrs. Savage and Mrs. Lubin, who initiated this project, to collect, organize, and provide secondhand clothing and other items to needy members of the community.

--Dorothy McQuillan, High School Librarian, (in cooperation with Bonnie Prophett, Unified Media Coordinator, and Barbara Dunham, Computer/Technology Coordinator), trained in telecommunications and, in turn, provided training to 30 interested staff members systemwide.

--More than 20 High School boys who coached and umpired in a fifth-sixth grade Sharon Recreation Department baseball program.

--Secret Garden, a unique project under development at East Elementary by Marcia Uretsky and Maureen Laurie, in collaboration with the Sharon Garden Club and with connections to the DPW, the Conservation Commission, and a number of other groups.

[Refer to responses to scaled statements B9, B10, B11 in the APPENDIX.]

9. IMPROVED COMMUNITY AND PUBLIC RELATIONS

The Feinstein staff made a concerted effort to expand public relations activities during the 1993-1994 school year: "Reaching Out" is a newly-developed newsletter distributed to staff and parents of school-age children and placed in strategic locations throughout the community. This was very well received and will continue as a periodical publication. In addition, there were articles in the Sharon Advocate and the Patriot Ledger about the Feinstein program as a whole and many more about specific community service activities and learning projects in the schools.

A video describing the Feinstein program (including a piece on the May 10th Community Service Celebration) is being prepared and will be shown on the local cable TV channel. Also, the Feinstein coordinator and Mr. Alan Feinstein were interviewed by Nadjia Varney, host of "School Talk."

As a result of Mrs. Mutch's third grade Alternative Town CSL project (East Alternative School), a "Kid's Page" began appearing in "The Sharon Advocate," and this will continue as a regular feature.

These and other activities (such as informational letters from teachers to parents) contributed substantially to public awareness of the Feinstein program, but the most enthusiastic feedback and support came from citizens who were directly served by or directly participated in community service projects.

The community service projects also brought a greater number and wider variety of parents, families, and community members into all schools both as participants in and recipients of service activities and at celebration and culminating activities of CSL projects.

The Feinstein Student Foundation has also been instrumental in establishing new and improved relationships between school and community. The Foundation made five monetary awards to community groups or agencies, from the Sharon-Stoughton Food Pantry to setting up an electronic bulletin board which serves the whole community.

In addition to all of the above, the Feinstein Program has recognized graduating seniors in a number of ways including the awarding of scholarships to students whose service contributions were outstanding, and 33 certificates of recognition were awarded to graduating seniors on class night.

In a community in which it has been estimated that only about 20% of the families have students in school, community service projects serve to increase public support for education through positive connections with the community.

A few of the many examples of positive feedback:

--Senior citizens whose walks were regularly cleared of snow by student volunteers who live in their neighborhoods. "I really have a different view of teenagers than I had before."

--The Town Clerk and other members of Town Departments who participated in the Alternative Town Meeting project expressed enthusiasm about student projects involving learning about Town Government and how it works.

--"I can't say enough about my child's experience. She still talks about it all the time." (Parent of a third grader involved in a Partners-In-Learning project)

--"The Feinstein Community Service Program helps connect the students to their community which strengthens their social responsibility and develops their sense of community pride." (Parent of a High School student)

--"Certainly, the results were terrific. Oftentimes, we hear all the bad things about young adults in High School. Certainly, this is a good program that shows the best of what we have here in Sharon, as far as High School students. (State Representative Louis Kafka, commenting upon Partnership-in-Learning Projects)

In response to statement #B10 ("Service learning connects the school with parents in new and positive ways."), 62% responded favorably and offered concrete examples. There were some, however, who felt that parents were not always aware of what their children were doing, and we discussed a variety of strategies for ensuring that parents are made aware. (Prinicpals and participating staff, for example, could try to get more information out through class newsletters, PTG notices, and guidance newsletters as well as through the CSL newsletter, "Reaching Out.")

In response to statement #B11 ("Service learning connects the school with the community in new and positive ways."), 100% of those responding agreed.

These favorable replies reflect the positive response also given to statement #B9 ("The service students perform makes a meaningful contribution to the community.") [In this context, the school may be defined as the community...and the need should be perceived as "...real...fill a recognized need...be developmentally appropriate for students...[have] tangible or visible outcome or product...and when possible demonstrate the learning outcomes]. Based on the reactions reported to the evaluators, when CSL projects are responsive to real and unmet needs in the community, parent and community reactions result in more positive support for the schools.

10. COLLABORATION WITH OTHER GROUPS IN THE STATE AND IN THE NATION CONCERNING COMMUNITY SERVICE LEARNING

Staff has become aware of the interest of the wider learning community (statewide) in the Feinstein Public Service Program through workshops for out-of-district groups sponsored by the Feinstein Director in which local staff members have been asked to participate.

In addition to the dissemination activities which appear in the list of major outcomes on page 3 of this report, the Director has presented information about CS and CSL and the Sharon Program in a number of state and national meetings. For example, Mrs. Bartsch led a workshop at Holy Cross in Worcester, MA, in November of 1992 and led a workshop at the National NYLC Service Conference in Minneapolis in April of 1993.

The evaluators wish to emphasize the importance of the Director's active role in the development and dissemination of information, which is consistent with a major goal of the Feinstein grant. The connections established with CSL programs on the state and national level raise the sophistication of the local educational environment with regard to both philosophy and practice. This professional activity has also had an impact upon the outside groups. The Director's involvement in the development of CSL guidelines for the Core Curriculum effort of the Department of Education in Massachusetts is a fine example of the sort of effort which has a clear two-way benefit. Sharon staff and students have also benefitted from these outside collaborations by having access to a wider range of professional activities and workshops in which many have participated.

NESDEC evaluations of workshops led by Mrs. Bartsch are extremely complimentary, and NESDEC hopes to expand its involvement with the Sharon Program and the Director this year. These activities are essential to the development of the concept that the Sharon Public Schools has a model CSL program in-the-making.

Although some staff members suggest that this activity takes the Director's time away from the local effort, the evaluators believe that this reaction is somewhat short-sighted, since outreach activities will, in the long run, be instrumental in helping Sharon to make connections with alternative funding sources. Note that such outreach activities are a major goal of the Feinstein program. (See page ii in the INTRODUCTION.)

[Refer to the list of collaborations which appears in the APPENDIX.]

11. PROGRESS TOWARD ESTABLISHING THE COMMUNITY SERVICE LEARNING PROGRAM IN SHARON AS A MODEL FOR ADOPTION BY OTHER SCHOOLS

Establishing Sharon as a "CSL Model" should be a key to ensuring long-term continuation of the program.

In addition to the outside collaborations mentioned under #10 above, the Louis Feinstein Public Service Program has also served as a resource for many other school systems in Massachusetts and Rhode Island, both through NESDEC and other regional workshops and through direct contact with the Sharon program.

It is also hoped that through the mini-grants Sharon will develop "models" of a variety of CSL programs which can be shared with other communities.

DISCUSSION: MOST EFFECTIVE PROGRAM PRACTICES

1. ALL TYPES OF EFFORTS ARE SUPPORTED BY THE FEINSTEIN STAFF WHETHER OR NOT INITIATED AS PART OF THE FEINSTEIN PROGRAM

Participating staff members were most enthusiastic about the opportunity to take risks and try out their own initiatives in a non-judgmental and supportive climate. The openness and voluntary nature of the Feinstein Program were cited as the main reasons for the willingness of staff members to engage.

Concerns of Staff: At the same time, a minority but professional view was expressed by a few staff members (4 of 53 interviewed) who feel the need for more definition and greater understanding: (1) a definition of Community Service Learning as opposed to Community Service, (2) a clearer understanding of what constitutes a CSL project, and (3) agreement as to what falls within the purview of the CSL program.

This speaks to the need for Feinstein staff to continue to maintain an open and ongoing dialogue with staff members in each building whether they are engaged in the Feinstein Program or not, and to increase efforts to disseminate projects within buildings as well as among buildings in the Sharon Public Schools. Recommendations to this effect are made by the evaluators, and it is for this reason that some programs are described in the section entitled CHARACTERISTICS OF EFFECTIVE CSL PROJECTS.

Further, to give the minority view its full due, a few expressed the professional concern that CSL might be touted as "the new religion" in education, that it might be seen as "the answer," when in fact reality-based teaching, opportunities for student choice, decision-making and evaluation, and treating the students as clients rather than as a captive audience can be and, in some cases, <u>is</u> accomplished without CSL. From this point of view, it does not make sense to have as a goal the infusion of CSL in <u>every</u> class at <u>every</u> grade level and these staff members hoped for "a rational plan" of curriculum development for CSL both horizontally and vertically throughout the school system. The development of such a plan has already been undertaken, and its accomplishment should directly alleviate some staff concerns.

As community service and community service learning have become systemwide goals, some staff members expressing a minority view feel under some pressure to have their position clarified. These concerns tend to be stronger among teachers of "content-bound" subject areas such as mathematics and foreign languages. At the same time, secondary mathematics teachers who expressed these views also expressed an interest in supporting other CSL projects by providing statistical models for surveys or other information, or with mapping and graphing activities.

2. MINI-GRANT OPPORTUNITIES WHICH PERMIT STAFF TO INITIATE COMMUNITY SERVICE LEARNING ACTIVITIES AND PROJECTS

The opportunity to apply for mini-grants was cited by all (administrators, coordinators, and participating and non-participating staff) as the most appreciated activity of the Feinstein Program. In summarizing, the evaluators believe that the views expressed to them by staff speak to the real difficulties inherent in the practice of teaching which are seldom addressed: (1) lack of time and resources to experiment with new ideas; (2) lack of time and resources to develop extensive supportive resources of their own; (3) the isolation in teaching and the lack of time and resources to engage in an ongoing professional dialogue about teaching and learning. The mini-grant approach (to a greater and lesser extent depending upon the project) addressed these obstacles to job satisfaction in the teaching profession, and participants became enthused about what they and their students accomplished, and proud of the fact that their projects addressed community needs in some substantive way. The Marketplace (a day of sharing activities), the support and recognition from the Feinstein staff and the Superintendent of Schools, and recognition from colleagues, parents, the PTGs and the SICs helped to validate the teachers' CSL projects and experiences.

3. COLLABORATIONS OF ALL KINDS:

a. CROSS-AGE OR MULTI-AGE GROUPINGS AND PARTNERSHIPS-IN-LEARNING
b. STAFF COLLABORATIONS WITHIN AND ACROSS DEPARTMENTS
c. STAFF AND STUDENT COLLABORATIONS WITHIN AND ACROSS BUILDINGS
d. STUDENT AND STAFF COLLABORATIONS WHERE STUDENTS ARE ENCOURAGED TO MAKE CHOICES, TO PARTICIPATE IN PLANNING, TO REFLECT UPON OUTCOMES AND TO EVALUATE RESULTS
e. STUDENT AND STAFF COLLABORATIONS WITH TOWN DEPARTMENTS AND OTHER TOWN GROUPS OR ORGANIZATIONS
f. STUDENT AND STAFF COLLABORATIONS WITH AGENCIES ENGAGED IN ADDRESSING THE NEEDS OF THE LARGER METROPOLITAN COMMUNITY IN AND AROUND BOSTON
g. COLLABORATION OF FEINSTEIN STAFF WITH STATE, REGIONAL, AND NATIONAL PROGRAMS

It does not seem necessary to expand upon each of the above types of collaboration other than to state staff members interviewed believe that all types of collaborations greatly enrich the teaching/learning environment by increasing access to a wider variety of topics and concepts, and by encouraging the development and practice of a wider variety of skills than are traditionally found in the classroom. Participating staff members consistently mentioned the "increased sophistication" in learning requirements for students resulting from the implementation of CSL units. This was true for all types of CS and CSL projects and collaborations, but was especially associated with long-term, curriculum-related projects.

A few further comments must be made about partnerships-in-learning, in particular where older and younger students are grouped together in a tutorial project. Both teachers and students expressed appreciation for this model and what the students gained from it either as providers or as recipients. All who were interviewed plan to use this model again, chiefly because the model positively influences the learning behavior of both younger and older children and helps to improve self-esteem. However, it is clear from the concerns expressed that staff members needed more planning time together (e.g. collaborating teachers from different buildings) than they anticipated to make the model work effectively, and that both younger and older students needed more preparation time to clarify expectations as to how they could participate effectively and as to what the expectations were for learning and behavior.

The evaluators must also point out that the practice in some buildings of reserving tutorial opportunities as a reward for students with high academic achievement is considered ineffective by staff for the following reasons: (1) higher-achieving students do not usually make the best tutors (they sometimes have less understanding of why children are having difficulty and less empathy for their situation); (2) lower-achieving and indifferent students appear to benefit the most from tutorial experiences when they act as providers (with resulting improvement in self-esteem which is frequently reflected in both improved learning behavior and in academic performance). Finally, the practice is viewed by most as discriminatory, resulting in denial of opportunity and choice for the majority of students. It is not within the purview of the Feinstein Program or the evaluators to mandate a change here, but as the subject was brought to the evaluators' attention a number of times, we suggest that staff members who are involved in such practices relative to peer tutoring and cross-age tutoring should review other options and experiment with and support other approaches.

4. "SHALL I SERVE?" -BIMONTHLY FLIER/SIGN-UP FORM FOR HIGH SCHOOL STUDENTS DESCRIBING CS REQUESTS IN & OUT OF THE SCHOOL SYSTEM

The "Shall I Serve?" bimonthly notice and sign-up form has served as an effective means of communicating requests for CS assistance to Sharon High School students. The sign-up sheet has also been effective in identifying students' interests and availability to the Feinstein staff, enabling staff to match interested students with the requests. This practice should be continued and considered for expansion to the Middle School.

5. PROVISION OF TRANSPORTION OPPORTUNITIES WHICH OPEN UP AND EXPAND THE LEARNING ENVIRONMENT

According to staff, the provision of transportation facilities has been a major factor in making "real" connections between learning and community needs. In order to ensure continuation of CSL programs, the provision of transportation is critical in a small and relatively inaccessible community such as Sharon.

6. UTILIZATION OF TECHNOLOGY TO EXPAND THE LEARNING ENVIRONMENT IN A VARIETY OF WAYS

Staff should also continue to explore ways in which technology can be used to expand the confines of the learning environment. Several projects added computer components this year, adding to the skills students were required to practice and master. In the coming year, Barbara Dunham, the Computer/Technology Coordinator, will work with Lynne Allen, Lynn Gattone, Fred LaChapelle, and Janet Picheny in 1994-1995 to establish a telecommunications link with a native American school in the west, expanding last year's project beyond the use of the letters mailed back and forth. This is an example of the type of effort which expands opportunities for learning and which enables staff to make learning and service links more direct and more effective.

Several other projects for the coming year incorporate technology in unique ways. In a like manner, E-mail and Internet connections can be established to expand the learning environment by accessing the most up-to-date information.

7. DEVELOPMENT OF A COMMUNITY SERVICE NEWSLETTER TO INFORM STAFF AND PUBLIC OF COMMUNITY SERVICE ACTIVITIES AND EVENTS

The newsletter, "Reaching Out," received favorable comments from staff, parents, and members of the community. This newsletter was distributed to parents throughout the school system and was made available in public locations throughout the community. The only recommendations regarding this newsletter which were received by the evaluators were to mail it to every household in the community and to issue it at least twice a school year.

8. DISSEMINATION AND DEMONSTRATION ACTIVITIES

Staff members identified particular types of workshops (or particular aspects of them) as being most useful: (1) brainstorming sessions to generate ideas for CSL connections and collaborations; (2) sharing of CSL projects by teachers and students who have done them; and (3) sharing of Sharon projects with groups outside the community.

While the evaluators believe that the Feinstein Director has made all the right moves in behalf of the developing CSL programs in Sharon, it is important for Feinstein staff and for administrators and coordinators <u>not</u> to make assumptions that staff members know what is going on even in their own buildings. Internal dissemination needs to be strengthened. Administrative staff and the Feinstein staff together should develop a plan for regular dissemination and demonstration of projects within and among buildings. In this regard, the sharing which occurred during the "Marketplace" event was widely appreciated, and it opened possibilities to people about which they would like to know more. See RECOMMENDATIONS FOR FUTURE PROGRAM DEVELOPMENT.

Further, mini-grant outcomes and other CSL curriculum units need to be shared in two ways, both by demonstration and by the dissemination of written curriculum guides or outlines resulting from the project.

Wider dissemination, which is one of four major goals of the Feinstein grant, was very well accomplished. The Director has been and continues to be involved in many out-of-system dissemination activities. See list on page 3, # 8 of MOST EFFECTIVE PROGRAM PRACTICES, and DISCUSSION: MAJOR OUTCOMES, pp. 17-18.

CHARACTERISTICS OF EFFECTIVE CSL PROJECTS

CHARACTERISTICS OF EFFECTIVE COMMUNITY SERVICE LEARNING INSTRUCTIONAL PROJECTS

The evaluators considered many of the programs devised by teachers to be outstanding in the manner in which they matched the needs of the community or group to be served with curriculum and with age-appropriate learning activities for students. Staff members should be complimented for the substantial amount of extra time and effort they contributed to the success of the numerous community service projects within the system. A sampling of units is provided in this section to give readers an idea of the range of service learning projects, and to help consider the difference between "community service" and "community service learning."

Our criteria for making selections are as follows: (1) substantial integration with curriculum; (2) cross-disciplinary connections; (3) thematic in nature; (4) learning applications beyond the curriculum; (5) choices and/or decision-making opportunities for the students; (6) participation in evaluation activities by students and by recipients of services; and where appropriate (7) opportunities for co-teaching and co-learning. One further characteristic of successful program implementation which was evident in most of these cases was communication which consisted of regular notice about the project to in-building staff, parents, the Feinstein staff and the Superintendent of Schools, and to other interested groups (e.g. P.T.G., S.I.C.) and to the media. In the opinion of the evaluators, some of these programs should be considered as models for adoption across a grade level in appropriate classes.

A. MARIE MARTIN, GRADE 9 ENGLISH TEACHER, HIGH SCHOOL
COLLABORATORS: JANET PICHENY AND ELIZABETH WHALL, ENGLISH DEPT; ASST. PRINCIPAL, OTHER FACULTY, ADMINISTRATION, CUSTODIAL STAFF, AND COMMUNITY MEMBERS
TITLE: CATCHER IN THE RYE PROJECT

Following a study of Catcher in the Rye, students were asked to examine their own complaints about school and community and were challenged to identify community needs and problems which they might address. Students worked in small groups to select a topic, formulate an action plan, carry it out, and report upon the outcome to classmates and the staff. A wide variety of topics were addressed. Students interviewed, collaborated or negotiated with many in-school and out-of-school individuals and groups. Students utilized the computer lab to draft newsletters reporting upon the details of their projects, the immediate outcomes, and possible future follow-up. A number of students have indicated interest in continuing their action plan next year. (Examples of projects: community service and how best to make it a lifelong value for students; users' fees for participating in sports teams; a community service newsletter by and for students; beautification of the high school courtyard.)

This CSL unit strengthened the traditional curriculum by giving students an opportunity to interpret a literary theme through a hands-on community service project. It greatly expanded the type and variety of academic skills which students were required to perform.

B. JEAN CONLEY, SANDY DENNIS, GRADE 11 ENGLISH CLASSES
COLLABORATORS: FAMILY MEMBERS, LAURA ROSENSPAN (SHARON QUILTER),
DISSEMINATION IN SOME MIDDLE SCHOOL AND ELEMENTARY CLASSES
TITLE: QUILT PROJECT

Working as team teachers, Dennis and Conley developed a "...service learning project to complement the study of the book MAGGIE'S AMERICAN DREAM. After reading the book, students were asked to research their own backgrounds to discover how their families came to the United States of America. Students interviewed family members, went through family picture books, as they gathered information on their heritage. The students then designed portions of a class-made quilt (with the assistance of a town quilter) to capture the breadth and diversity of their family histories. The students took their quilts on exhibition to the Middle School and Heights Elementary where they presented the stories of their family backgrounds." [Final Report on Mini-grants from 1993-1994.]

This CSL unit expanded on the 11th grade literary theme, the immigrant experience, and integrated the study of literature, personal family history, and the creative arts. It required students to formulate a symbolic design and to realize it through the medium of quilting, and further required them to practice public speaking and presentation skills. The quilts will be displayed during Sharon's Family Week in the fall of 1994.

C. STUART BERKOWITZ AND JANIS KEELING, GRADE 8 SOCIAL STUDIES TEACHER AND FEINSTEIN COMMUNITY SERVICE LIAISON, MIDDLE SCHOOL
COLLABORATORS: MEADOWBROOK NURSING HOME, SENIOR CITIZENS AT THE SHARON COMMUNITY CENTER
TITLE: INTERGENERATIONAL SOCIOLOGY UNIT

"This is an interdisciplinary Middle School unit augmenting an existing social studies sociology curriculum which featured family trees and students' individualized time lines [in relation to how things have changed over the years]. This new unit [enhanced and redirected] the current social studies curriculum from self to community...The interdisciplinary aspects of the unit [incorporated] the disciplines of math, science, social studies, language arts, home economics, fine arts, and physical education." ["Past Ties to Future Generation - Bridging the Gap" by Stuart Berkowitz and Janis Keeling.)

Some of the learning activities in this project included interviewing a senior citizen, writing a folk tale, creating a time line to display the relationship between the senior's personal history and historical events, researching an historical event from the time line, and graphing comparative prices for particular items (e.g. car, single family dwelling, milk and bread) on a time line. The implementation of this project had a few logistical problems (typical of an initial implementation); however, the attempt made to connect this project with learning units in each academic discipline makes it particularly commendable.

D. DIANE FISCHER & DEBORAH SHAW (GRADE 5 TEACHERS), COTTAGE AND HEIGHTS ELEMENTARY
COLLABORATORS: (HEIGHTS) DIANE RABB, NATALIE BRAUNSTEIN, SUSAN MEADE; (COTTAGE) PRINCIPAL AND SAFETY PATROL
TITLE: CONFLICT RESOLUTION

Mrs. Fischer and Mrs. Shaw planned a unit around a conflict resolution curriculum which introduced ten specific conflict resolution skills to their fifth graders. The vocabulary and concepts of conflict resolution, mediation, negotiation, and group problem-solving were tied to their study of American history, the Constitution and the Bill of Rights, to current events, and to the reading of a novel, A Bridge to Terabetha. Students practiced their conflict resolution skills in simulated and real situations in the two schools. At Cottage Street School, these skills were translated into action as the school formulated "School Rules" and instituted a Safety Patrol where negotiation and conflict resolution skills were put into practice. At Heights, the project expanded in several directions including assistance to a homeless shelter in Boston. Mrs. Rabb assisted in training students at Heights and consulting with them over school situations. The two fourth grade teachers encouraged their students (voluntarily) to request the assistance of Mrs. Shaw's fifth graders in helping to resolve disputes. Fifth graders learned about confidentiality and had an opportunity to practice their skills in real situations.

This CSL unit strengthened the traditional curriculum by providing students with a framework for interpreting American history and literature in a more sophisticated way. It also required students to practice conflict resolution in real situations. It expanded students' understanding of issues of diversity and civil rights. In addition, both teachers reported positive changes in behavior and in motivation to learn. The fourth grade teachers noted that this project significantly reduced the amount of time they had to spend resolving disputes on the playground and in the lunchroom. Parents in both buildings responded positively and described carry-over effects in home behavior. The success and importance of this project has captured the interest of other staff members. Plans to expand this project to other grades are in development.

E. NATALIE ROSENGARD, GRADE 5 CLASS, HEIGHTS ELEMENTARY
COLLABORATORS: HEBREW REHABILITATION CENTER IN ROSLINDALE, AND JUDITH GRACE, A POET
TITLE: INTERGENERATIONAL POETRY

"Students...were involved in an intergenerational creative writing course with residents of the Hebrew Rehabilitation Center in Roslindale. The intent of the project was to have students learn the art of writing poetry by working with senior citizens and to heighten the students' awareness of the talents, contributions, and needs of older citizens. Each child spent time with two or three residents per visit, sharing about their lives, writing poetry about their experiences, and presenting poetry and singing songs as a group. This project was a true collaboration between the school and the community as it involved residents and staff at Hebrew Rehab." [Final Report on Mini-Grants from 1993-1994.]

This CSL unit strengthened the traditional fifth grade curriculum by pairing students with residents of a nursing home to develop themes in poetry and to develop the themes in a variety of poetic forms. The project was guided by the teacher and by Judy Grace, a poetry consultant, and the HRCA staff.

F. LAURA MUTCH, GRADE 3 TEACHER, EAST ALTERNATIVE SCHOOL
COLLABORATORS: ALTERNATIVE SCHOOL PARENTS, THE TOWN CLERK, HEAD OF THE RECREATION DEPT., AND OTHER TOWN OFFICIALS, REPRESENTATIVES OF OTHER TOWN DEPARTMENTS, LOUIS KAFKA (STATE REPRESENTATIVE) AND OTHER COMMUNITY MEMBERS , MOOSE HILL WILDLIFE SANCTUARY, WBZ-TV, HANNA PAPER RECYCLING, SHAW'S SUPERMARKET, AND MANY MORE
TITLE: COMMUNITY BUILDERS (ALTERNATIVE TOWN)

"A third grade class participated in a service learning unit to learn how a community functions - the interdependency and relationships between business, government, and private citizens. The theme of the class was 'Man as citizen of the world/ Builder of communities,' and it was studied through an experiential, project-based inquiry. [In the first part of the year, students identified what a community is and different aspects of what a community is made of.] They studied their own community by visiting local sites such as Town Hall, Moose Hill Wildlife Sanctuary, WBZ T.V., Shaw's Supermarkets, and Hanna Paper Recycling. After visiting different sites, students began to build their own model community called 'Alternative Town.' They were divided into five groups, each responsible for a different aspect of the community (Housing, Government, Communication, Environment, and Food). In December, the class held a "Town Meeting" monitored by Sharon's Town Clerk, where members of the community were invited to hear students discuss and vote on proposals for their model community. At the end of the year, students presented a replica of their model town, and were involved in community service projects to contribute what they learned in this project to the Town of Sharon." [Final Report on Mini-Grants from 1993-1994.]

This CSL unit strengthened learning by requiring students to demonstrate their understanding of town government by developing a model community, by role-playing the parts of decision-makers, and by applying problem-solving skills to meet real community needs through community service. It required students to learn research and interviewing skills and to formulate sophisticated reports and presentations to adults and to other classes. There was extensive outside collaboration and community involvement and, because of the nature of the project, there was a great deal of publicity and positive feedback from parents, other adults, and members of Town Government.

Mrs. Shirley Davenport, Town Clerk, commented upon the students' knowledge and sophistication about Town Government and added that the project would serve as a model for good citizenship through active participation and leadership in the future.

G. SHIRLEY HOUSTON, GRADE 3 TEACHER, COTTAGE STREET SCHOOL
COLLABORATORS: SHARON CONSERVATION COMMISSION, PARENTS, ART TEACHER
TITLE: POND STUDY

"Shirley Houston's class studied the 3rd grade curriculum theme of 'Preserving our Natural Resources and Reducing Sources of Pollution' through an environmental service learning unit. The theme was integrated into literature, math, and social studies with the core of the unit being a study of Mann's Pond in Sharon. Not only did the third graders heighten their awareness of their environment, but they also took an activist role in improving the water quality in Sharon. The following activities characterize some of what the class accomplished this year: they read literature about pond and river life, wrote a class book on Mann's Pond after a lecture by a representative of the Sharon Conservation Commission, wrote a thank-you letter to the Commission for removing a log blocking the path to the pond, visited the pond and collected samples, recorded seasonal changes, and investigated signs of animal life." [Final Report on Mini-Grants from 1993-1994.]

A unique aspect of this program was a collaboration with grade 6 students in the Middle School in which third grade students sent science questions to the sixth graders. The sixth graders researched responses and e-mailed their responses to the younger children.

The Art teacher assisted in helping students to draw pictures of the environment. Families were involved in monthly trips at Mann's Pond and in a culminating activity/picnic during which students had to explain their projects to parents. This project performed a service by raising awareness of the local environment for students and their families and created the expectation that anyone could become involved and help to improve their environment.

H. ANGELA DUBUC, PARENT, COTTAGE STREET SCHOOL
COLLABORATORS: THE ENTIRE STAFF, STUDENTS, AND PARENTS
TITLE: BROWN BAG LUNCH

Five or six years ago, Mrs. Dubuc adopted "Brown Bag Lunch" as an activity for her scout troup. With the support of the staff, the P.T.G., and the building principal (Mr. Bruno), she then brought the project to Cottage Street School. This project serves the needs of the homeless at Mainspring House in Brockton who are sheltered there at night and who receive supper and breakfast there, but who are turned out during the day without other resources. The Brown Bag Lunch Project was conceived as a way to provide a lunch bag to the homeless which they could take with them during the day. Many groups in other communities help to support this effort, each assuming responsibility for one day a month.

At Cottage Street, the school assumes responsibility for providing lunch bags one day a month during the school year. Children in a primary class are paired with their "reading buddies" from an older class and the two classes together prepare sandwiches, decorate plain white lunch bags, try to include a personal item (such as a toothbrush), and sometimes include a personal message. About fifty sandwiches are sent each month. Children learn about the homeless, about temporary hardship and long-term disabilities, and learn about the many groups trying to assist the people and staff at Mainspring House.

The project is funded in a variety of different ways: this year by collections from students with supplementary help from staff and the P.T.G.; last year, Mrs. Bartsch supported the program by arranging for Shaw's Supermarket to contribute a $50 gift certificate each month to assist in food purchases. This year, the Feinstein program was able to provide assistance some months with transportation of lunches to Mainspring. This is an all-school project, and this year included volunteer High School students who assisted the young children in making sandwiches.

Teachers at Cottage Street integrate this project into curriculum in a variety of ways appropriate to the grade level. For example, in Mrs. Balfour's kindergarten class, the curriculum covering "community helpers" is expanded to a discussion of community needs, the needs of the homeless, who helpers are and who can help, and the children practice a variety of age-appropriate skills in preparing the lunches (decorating, coloring, writing messages, making sandwiches). Older children, who also serve as "reading buddies" to the younger children, serve here as role models for caring behavior and as helpers in preparing lunches.

I. THIRD GRADE CLASSES IN ALL ELEMENTARY BUILDINGS
COLLABORATORS: VERMONT INSTITUTE OF NATURAL SCIENCES, PARENT VOLUNTEERS, THIRD GRADE STAFF AND THE SCIENCE COORDINATOR
TITLE: ELF (ENVIRONMENTAL LEARNING FOR THE FUTURE)

ELF is a third grade hands-on science program which integrates science learning with environmental concerns in the natural environment. This program is run by the Vermont Insitute of Natural Sciences, which trained third grade teachers, parent volunteers and other interested members of the community to work with children. The program utilizes school grounds so that students learn that they can discover and learn about important happenings right in their own yards. It encourages the children to ask "Why?" and "How?" and to try to answer these kinds of questions through observation. Concerns about the environment are addressed through age-appropriate activities. This program will be expanded to fourth grade in 1994-1995.

The project addresses community needs by increasing students' environmental awareness through learning about the world around them and by providing a model which encourages children to assume responsibility for the environment.

RECOMMENDATIONS FOR FUTURE PROGRAM DEVELOPMENT

RECOMMENDATIONS FOR FUTURE PROGRAM DEVELOPMENT

The evaluators are very impressed with what the Feinstein Program has accomplished in the Sharon Public Schools since September of 1992 in expanding opportunities for Community Service for staff and students and, in particular, in introducing the concept of Community Service Learning as a teaching/learning model. In the evaluators' experience in evaluating program implementation, they consider the implementation of the Feinstein Program to be outstanding, and the detailed list of recommendations which follows is intended to be considered as a helpful guide to strengthening the program and is not intended in any sense as a criticism of the program.

It is important to note, however, that while the ten areas listed reflect the considered opinions or concerns of staff members and others who participated in the evaluation process and/or the summary opinions of the evaluators, the recommendations outlined are suggestions only and must not be considered as items to be addressed one-by-one. The Feinstein Director has already been made aware of the body of this report and its recommendations and has considered them in setting goals for the coming school year. In collaboration with the Superintendent and others, the Director should continue to determine priorities and, where appropriate, select other approaches which in the long run may prove to be more effective in addressing an area mentioned.

At the same time, it is important to note that one major obstacle to implementation of CS and CSL programs is secondary school scheduling which in its current form seriously impedes participation in a wider variety of Community Service Learning experiences. Proposed scheduling changes for 1994-1995 have not addressed the difficulty in a substantive way, offering only minor relief to the situation. The evaluators recognize that a major scheduling change is directly tied to academic structure and environment and is a difficult undertaking. Until there is more substantive integration of CSL with academic curricula, the needed change will proceed very slowly. To ensure future development and long-term implementation of CSL programs, it is necessary to make scheduling change a goal in both the Middle School and the High School and to encourage staff to experiment with a variety of scheduling options.

With respect to evaluation for 1994-1995, the evaluators recommend that the Feinstein Director and staff enlist the support of a variety of participants to evaluate progress toward current goals for the Feinstein Program, and that they use the RECOMMENDATIONS as a preliminary checklist in the evaluation process.

RECOMMENDATIONS

1. EXPAND TRAINING AND SUPPORT TO ALL STAFF
(Target Audience: all staff including guidance, special needs, reading, health, technology, library/media, art, music, physical education and athletics, and all special area teachers, and instructional support staff)

--define community service as opposed to community service learning
--share CSL projects in various curriculum areas at different grade levels
--emphasize how-to sessions and teacher-to-teacher training
--brainstorm academic connections within and among various curriculum areas
--provide regular follow-up forums for staff trying to establish a successful collaboration around a particular theme
--develop guidelines for successful partnerships-in-learning
--formulate guidelines for developing cross-curricular units
--experiment with alternative assessment models
--brainstorm various models for student involvement (planning, reflection, evaluation)
--share literature about community service learning, courses, and workshops on a regular basis

2. IMPROVE ADMINISTRATIVE SUPPORT: DEVELOP GUIDELINES
(Responsibility: Superintendent, Feinstein Director, with Administrators and Coordinators, preschool through grade 12)

This section lists sample guidelines:
--develop plans for sharing CSL projects in-building at regular teacher's meetings
--develop plans for sharing CSL projects between buildings at different levels (e.g. secondary science looks at middle school and elementary science projects)
--support collaborations by providing staff with time for consultation
--facilitate student, staff, parent, and community involvement
--visit and observe programs, be knowledgeable about and able to describe programs to others
--acknowledge CSL connections between curriculum and service learning as a powerful learning method
--participate directly in at least one project
--recognize staff and student efforts in positive ways

3. IMPROVE INTEGRATION OF MAJOR SYSTEMWIDE INITIATIVES
(Responsibility: Supt., Asst. Supt., Feinstein Director, Administrators and Coordinators in collaboration with staff)

--Coordinate VALUES, DIVERSITY, HEALTH, and COMMUNITY SERVICE INITIATIVES (Health Grant Staff, High School/Middle School Guidance, Metco Coordinator, School Nurse (representative), Peer Counseling staff leader, and other interested staff)
--Feinstein Director to meet monthly (or at least once a quarter with leaders of other initiatives) *
--Communicate a rational plan ** for integrating established systemwide values and goals with CSL goals, other major initiatives, and systemwide priorities
--Develop and communicate a rational plan for integrating CSL throughout curricula and across grade levels

4. CONTINUE AND EXPAND SUPPORT FOR MINI-GRANT IMPLEMENTATION
(Responsibility: Supt., Asst. Supt., Feinstein Director, Administrators and Coordinators)

--Facilitate sharing of projects within buildings and system-systemwide
--Assist staff in developing mini-grant proposals (e.g. a peer coach, a volunteer, open office hours)
--Assist staff in preparing written communications about projects to keep staff, parents, and the community informed
--Continue to brainstorm and foster collaborations
--Assist staff with on-going evaluation and documentation of mini-grant implementation
--Meet informally but at reasonable intervals during grant implementation to provide support and recognition (reflection time for staff)
--Support emphasis on student-choice activities
--Support emphasis on identifying learning skills and curriculum connections
--Support emphasis on product outcomes and dissemination plans
--Assist staff in communicating project to the community
--Consider opening mini-grant applications to students and parents and community groups

* This issue is being addressed initially at the Administrator/Coordinator retreat planned by the Superintendent and the Feinstein Director for August, 1994.

** Used in this sense, the term "rational plan" refers to the development of a systemwide plan for integrating CSL in specific subject areas in specific grades to avoid unnecessary duplication of effort and excessive drain on existing resources. Such a plan is already under development.

5. REVIEW AND IMPROVE STUDENT MODELS
(Responsibility: Feinstein Director, Building Administrators, Feinstein Staff and Guidance Staff, with other participating staff members)

a. IMPROVE SENIOR/FRESHMAN COMMUNITY SERVICE CLASS
--With seniors and staff, develop a course description for freshmen including course requirements, course outline and readings, instructional activities, and regular field trips or other out-of-school experiences related to CSL (first semester)
--Ensure reflection time for staff and students
--Develop a course description which provides for community service experiences early in the course and at regular intervals throughout the course
--Train volunteer senior class students to work in pairs to present the course to freshmen classes including the development of lesson plans, brainstorming instructional approaches and activities, learning about group dynamics, and role-playing group presentations (first semester)
--Assist student teachers through pairing with volunteer coaches (adults) to implement the curriculum
--Assist student teachers with record-keeping, assessments, and evaluation activities

b. CONTINUE MIDDLE SCHOOL COMMUNITY SERVICE CLASS IN GRADE SEVEN AND EIGHT AND, FOR SAID CLASSES, CONNECT OVERALL THEMES WITH GUIDANCE, HEALTH AND VALUES INITIATIVES AS WELL AS WITH APPROPRIATE CURRICULA

c. CONTINUE DEVELOPMENT OF INTERNSHIP MODEL WITH CREDIT FOR HIGH SCHOOL STUDENTS

d. EXPLORE INCENTIVE PROGRAM: ACADEMIC CREDIT FOR HIGH SCHOOL STUDENTS ENGAGED IN REGULAR (x hours a week or semester), DOCUMENTED COMMUNITY SERVICE

e. ESTABLISH INCENTIVE GUIDELINES FOR STUDENTS AT ALL LEVELS

f. CLARIFY PURPOSE, DESIGN, AND PROCEDURES FOR LONG-TERM MAINTENANCE OF STUDENTS' COMMUNITY SERVICE LOGS [in collaboration with guidance staff, high school administration, and student representatives, e.g. student council]

g. ENCOURAGE WIDER STUDENT PARTICIPATION AND IMPROVE ORGANIZATION OF FEINSTEIN STUDENT FOUNDATION
--Formulate criteria, guidelines, and procedures for awarding Foundation grants

6. REVIEW AND MODIFY MANAGEMENT PROCEDURES WHERE NECESSARY

a. STRENGTHEN ROLE OF ADVISORY COUNCIL
   --Outline role of Advisory Council with in cooperation with participants
   --Expand representation from buildings, parents, and community
   --Require members to report back to buildings, PTGs, SICs, and other groups concerning CSL activities
   --Improve "ownership" by having a co-chair elected from the group who is co-responsible for agenda items, meeting schedules, and record-keeping
   --Establish regular meeting dates (e.g. 2nd Thursday of each academic quarter)
   --Conduct open meetings; publish agendas on building bulletin boards, Town Hall, and the Public Library
   --Continue decision-making involvement in mini-grant awards
   --Consider forming a representative committee with Advisory Council participation to select students for Feinstein Scholarships

b. STRENTHEN RECORD-KEEPING PROCEDURES
   --Continue simple written evaluation of workshops and important events
   --Improve procedures for follow-through (responding to people who have made requests)
   --Continue to log all community service activities with pertinent information

c. CONSIDER OUTREACH PROCEDURES
   --Continue to provide meeting opportunities for those who may be interested in developing a CSL activity or in applying for a mini-grant
   --Review "Breakfasts" -- Is this an effective way to engage non-participating teachers?
   --Maintain visible notifications to staff and students about current community service needs (e.g. bulletin boards throughout system)
   --Continue "Shall I Serve?" outreach and consider expanding to Middle School students

d. AUGMENT STAFFING WHERE POSSIBLE THROUGH VOLUNTEERS

e. REVIEW FISCAL MANAGEMENT PROCEDURES FOR PLANNING PURPOSES
   --Identify and address with Central Office any outstanding issues concerning expenditures
   --Improve payment procedures and schedules in collaboration with Central Office and Town Accountant *

* In process at this time.

7. OVERCOME SCHEDULING OBSTACLES TO PROGRAM DEVELOPMENT
   --With High School Scheduling Committee, continue to explore alternative scheduling models which encourage student and staff participation in CSL activities
   --Establish a committee in the Middle School to consider scheduling issues and models for CSL instruction

8. MAKE FEINSTEIN GRANT EVALUATION MORE INCLUSIVE FOR 94-95
   --Engage interested students, staff, parents, and community as participants in the process
   --Include participants from the Advisory Board

9. CONTINUE TO DEVELOP THE SHARON PROGRAM AS A MODEL
   --Continue outreach to state and national groups
   --Continue to develop higher education connections

10. WHAT COMPONENTS ARE ESSENTIAL FOR ENSURING THE LONGEVITY OF C.S.L. PROGRAMS AS AN INTEGRAL PART OF TEACHING AND LEARNING IN THE SHARON PUBLIC SCHOOLS? *

a. EXPLORATION OF ALTERNATIVE FUNDING SOURCES FOR LONG-TERM PROGRAM CONTINUATION

b. CENTRAL OFFICE SUPPORT, ADMINISTRATOR AND COORDINATOR SUPPORT IN BUILDINGS AND SUBJECT AREAS

c. SKILLED GUIDANCE AND SUPPORT BY THE COMMUNITY SERVICE DIRECTOR AND STAFF

d. A RATIONAL PLAN FOR INTEGRATING CSL ACROSS THE CURRICULUM

e. RECOGNITION OF STAFF EFFORTS AND INITIATIVES

f. CONTINUED DISSEMINATION OF INFORMATION TO INCREASE RECOGNITION OF THE SHARON CSL PROGRAM OUTSIDE OF THE LOCAL SCHOOL ENVIRONMENT

g. TRANSPORTATION TO EXPAND LEARNING OPPORTUNITIES

* [Responses under #10 above are those most frequently reported by staff members to the evaluators.]

THE APPENDIX

CONTENTS:

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2.	Administrative Interview Questionnaire	4 pages
3.	May Activity Log (for all schools)	7 pages
4.	"English/Community Service Newsletter," report from grade 9 students in Mrs. Martin's English Class, Russ Flatto, Mike Plotnick, Andy Silver, and Jack Yu	3 pages
5.	Systemwide Outline of "Community Service Learning Programs" (in development by Feinstein Director in cooperation with staff)	3 pages
6.	List of Collaborations with Other Groups	1 page
7.	Samples of Letters of Appreciation and Support	6 pages

QUICK SURVEY OF RESPONSES TO SCALED QUESTIONNAIRE ITEMS

Responses are presented in descending order from highest to lowest rating. Responses were recorded on a scale of 1 to 5, with 1 representing "Strongly Disagree," 3 "Neutral," and 5 "Strongly Agree." Not all staff members were asked all questions, and some who were asked chose not to respond to some questions, so the number of respondents varies. Results were first calculated separately for administrators, coordinators, and teachers; however, the results were nearly identical so they were finally totaled together. The "A" series of questions addressed perceptions about changes in attitude toward the school environment attributed to CS/CSL or to the Feinstein Program. The "B" series was drawn from the national standards for implementation of community service learning. A copy of the Administrative Questionnaire follows so that the reader may review the questions as stated. Different questionnaires were used for non-participants and for some teachers, but only the Administrative Questionnaire is included in the APPENDIX because it is the most complete. Where different questionnaires were used, responses for the same or similar questions were keyed to the responses on the Administrative Questionnaire. ("FP" below refers to the Feinstein Program. "CS" and "CSL" refer to community service and community service learning.)

Item No.	Brief Description	No. of staff Responding	Combined Average
B 13	Skilled guidance/support essential.	18	4.7
A 3a	Has FP increased # of CSL projects?	22	4.5
A 4	Is FP responsible for changes/attitude?	16	4.5
B 9	CS performed by students makes a meaningful contribution to the community.	28	4.5
A 2	Has FP improved students' attitudes?	22	4.4
B 5	CSL creates opportunities for students to learn new skills/critical thinking/test new roles.	34	4.4
B 6	Preparation/reflection time essential for students.	19	4.4
B 11	CSL connects school/community.	17	4.4
B 4	CSL serves as model/reality-based instruc.	35	4.2
A 3b	Has FP increased long-term projects?	18	4.2
B 3	CSL must be connected to academic learning to ensure program continuation.	17	4.2
A 3c	Has FP engaged staff in CS/CSL who have not been engaged before?	20	4.1
B 2	CSL strengthens academic learning.	19	4.1
B 10	CSL connects school/parents.	17	4.1
A 1d	Has FP improved attitudes/diversity?	24	4.0
B 12	Is CSL understood and supported?	32	3.9
A 1a	Has FP improved attitudes/cooperation?	25	3.8
A 1c	Has FP improved attitudes/morale?	23	3.8
A 1b	Has FP improved attitudes/collegiality?	24	3.6
B 7	Student efforts recognized by peers?	18	3.4
B 8	Teacher efforts recognized by peers?	17	3.3
B 14	Pre-service/staff development which included the philosophy/methodology of service learning has ensured program quality/continuity are maintained.	16	3.2
B 15	Pre-service/staff development efforts have been sufficient.	16	3.0

EVALUATION OF THE LOUIS FEINSTEIN PUBLIC SERVICE PROGRAM

INTERVIEW QUESTIONNAIRE - ADMINISTRATIVE STAFF

PERSON BEING INTERVIEWED: _____

SCHOOL: _____ GRADES: _____ # STUDENTS: _____

PERSON CONDUCTING INTERVIEW: _____ DATE: _____

Introduction: We are attempting to evaluate attitudes toward and outcomes of community service projects and community service learning in the Sharon Public Schools. For our purposes, "community service" is described as activities performed by students and staff which fulfill a need within the school, the school system, the community, or beyond. "Community service learning" is described as learning outcomes which are evidenced by improved attitudes toward community service, opportunities for extending or integrating academic learning, and which include a reflective component to provide students with a conceptual framework for understanding, planning, participating in, and evaluating community service projects. **PLEASE FEEL FREE TO ADD COMMENTS ON THE BACK OF THESE SHEETS.**

Section A. Questions about attitudes.

A 1. Has the Feinstein program improved general attitudes of staff toward the school environment in any of the following ways?

a. cooperation: sharing, joint goal-setting, joint problem-solving, joint planning, responsibility

1 2 3 4 5
Strongly disagree Neutral Strongly agree

b. collegiality: caring, respect/trust, humor

1 2 3 4 5
Strongly disagree Neutral Strongly agree

c. morale: self-confidence, increased experimentation, risk-taking, responsibility, pride

1 2 3 4 5
Strongly disagree Neutral Strongly agree

d. diversity: forged new connections with different staff or varied groups both in and out of the building (racial, ethnic, handicapped, learning disabled, age, elders, parents, preschool)

1 2 3 4 5
Strongly disagree Neutral Strongly agree

A 2. Has the Feinstein program improved general attitudes of students toward the school environment?

1 2 3 4 5
Strongly disagree Neutral Strongly agree

A 3. Has the Feinstein program improved general attitudes toward service learning in any of the following ways?

a. Increased the number of service learning projects?

1 2 3 4 5
Strongly disagree Neutral Strongly agree

b. Increased the number of on-going service projects as opposed to one-shot interventions?

1 2 3 4 5
Strongly disagree Neutral Strongly agree

c. Engaged staff who have not been engaged before?

1 2 3 4 5
Strongly disagree Neutral Strongly agree

A 4. Has the introduction of the Feinstein program been instrumental in the changes in attitudes and increase in community service programs you have mentioned? If not, why not?

1 2 3 4 5
Strongly disagree Neutral Strongly agree

A 5. Describe the advantages and disadvantages of promoting service learning projects in the elementary/middle/senior high schools.

A 6. What obstacles are there toward every teacher becoming involved in a project? Are there differences between teachers who get involved and those who don't?

A 7. What aspects of the Louis Feinstein grant are essential for continuation of these programs?

ADMINISTRATIVE INTERVIEW QUESTIONNAIRE

Section B. Questions about national standards for service learning. *

B 1. Service-learning efforts have strengthened service learning.

1 2 3 4 5

Strongly disagree Neutral Strongly agree

B 2. Service learning strengthens academic learning.

1 2 3 4 5

Strongly disagree Neutral Strongly agree

B 3. To ensure continuation of the program, service learning must be connected to academic learning.

1 2 3 4 5

Strongly disagree Neutral Strongly agree

B 4. Effective service learning serves as a model for teachers to increase the amount of meaningful or "reality-based" instruction with students.

1 2 3 4 5

Strongly disagree Neutral Strongly agree

B 5. Model service learning provides concrete opportunities for youth to learn new skills, think critically, and test new roles in an environment which encourages risk-taking and rewards competence.

1 2 3 4 5

Strongly disagree Neutral Strongly agree

B 6. Preparation and reflection time for students are essential elements in service learning.

1 2 3 4 5

Strongly disagree Neutral Strongly agree

B 7. Students' efforts are recognized by their peers.

1 2 3 4 5

Strongly disagree Neutral Strongly agree

B 8. Teachers' efforts are recognized by their peers.

1 2 3 4 5

Strongly disagree Neutral Strongly agree

B 9. The service students perform makes a meaningful contribution to the community. (In this context, the school <u>may</u> be defined as the community.) (e.g. "...real...fill a recognized need...be developmentally appropriate...[have] tangible or visible outcome or product...when possible demonstrate the learning outcomes).

1 2 3 4 5

Strongly disagree Neutral Strongly agree

* Items in section B are mainly drawn from "Standards of Quality for School-Based Service Learning," April 29, 1993 by the Alliance for Service Learning.

B 10. Service learning connects the school with parents in new and positive ways.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

B 11. Service learning connects the school with the community in new and positive ways.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

B 13. Skilled guidance and support are essential to the success of service learning.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

B 14. Pre-service and staff development which included the philosophy and methodology of service learning has ensured that program quality and continuity are maintained.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

B 15. Pre-service and staff development efforts have been sufficient.

1 2 3 4 5
Strongly disagree Neutral Strongly agree

B 16. Which community service projects in your building have been most successful? Why?

B 17. What recognition have any of your community service projects had from other administration, school committee, or community groups?

B 18. What community service activities have you personally been involved in, in or out of school?

MAY ACTIVITY LOG

DATES	PROGRAM	TARGET GROUP	DESCRIPTION
Ongoing Tues. P.M.	Tutor@ Cottage	1HS ~25 elem.	Manuela Costa(HS) assisted in Ann Palter's class @ Cottage St. School
Sporadic	Spanish Pen Pals	4HS ~25 elem.	HS Spanish students assisted Terri Jones's elem. class @ Heights in Pen Pals Project-translating and helping to write letters
Ongoing	Tutor Korean Women	2HS 2 women	Aaron August (gr. 12) and Jeff Smokler (gr. 11) tutored 2 Korean businesswomen in Sharon
Ongoing	Early Child-care	~4-5 HS ~30 E.C. stud.	HS students volunteered during studies or after school with children in Early Childhood Program
Ongoing 5/23/94	Compu-ter Tutor	1HS stud. ~25 elem.	Michael Dlott (gr. 10) went to Cottage St. School once a week during 4th period study to assist elementary students with computers
Ongoing	Recyc-ling @ HS	~7HS	~7 students in P.O.W.E.R. environmental group launched a recycling program (soda cans) @ HS
Ongoing	Tutor@ Heights	2HS ~25 elem.	Kristen Cadoff and Hillary Soffer (gr. 10)tutored 1st grade students @ Heights
Ongoing	Base-ball coach-ing	25HS	25 high school boys coached and umpired 5th/6th grade baseball league with Dave Satter of Sharon Rec. Dept.

DATES	PROGRAM	TARGET GROUP	DESCRIPTION
Ongoing Mon.P.M.	Tutor@ East	1HS 1elem.	Ory Holtzman (HS) tutored a student in Lois Goldberg's class @ East
Ongoing Mon.P.M.	Computer Tutor @ Cottage	1HS ~25 elem.	Gene Glekel (HS) tutored Ann Palter's class and helped students with computers
Ongoing Mon.P.M.	Tutor@ East	2HS ~25 elem.	Michelle Picheny and Lesley Loventhal (HS) worked with Jane Levine's class @ East
Ongoing Mon.P.M. Thurs.P.M.	Tutor@ Cottage	2HS 1elem.	Adrianna Garcia and Manuela Costa tutored a 3rd grade student in Marty Flanagan's class @ Cottage St. School
Ongoing Tues.P.M. Thurs.P.M.	Tutor@ Middle School (A.S.K.)	~8HS ~10-15MS	HS students assisted MS students with homework and study skills in an after school tutoring program (Academic Support for Kids-A.S.K.)
Ongoing 5/31/94 6/6/94	Cheer-leading Program	5HS 15 elem.	HS cheerleaders worked with Heights students (focus on Metco students, some Sharon students) in an after school cheerleading program
Ongoing Day "A"	Tutor@ Alter-native School	2HS ~25 elem.	Natalie Rosenthal and Becca Rudnick (HS gr. 9) tutored and assisted classrooms @ the Alternative School during the school day (10:00-11:15)
Ongoing 5/13/94	Inter-generational Poetry	~27 elem. ~30 residents	Nat Rosengard's 5th grade class visited residents of the Hebrew Rehabilitation Center for an ongoing poetry mini-grant project
Ongoing Tues.P.M.	Spanish classes @Cottage	1HS ~25 elem.	Allison Sonfist (HS gr. 9) taught Spanish lessons to S. Houston's class @Cottage

DATES	PROGRAM	TARGET GROUP	DESCRIPTION
Ongoing 5/9/94 5/17/94	HS-elem. Partner-ship	1Fr.CS class& 1 elem. class ~25 stud.	Marty Flanagan brought her 3rd grade class from Cottage St. to partner with freshmen in a community service class
Ongoing 5/5/94	Part-ners In Learn-ing	1 6th grade class& 1 12th grade class	Mary Driscoll's 6th grade class came to the HS to work on an ongoing mini-grant project "Self in a Diverse Society"
May	E.C. to Sharon Commun-ity Center	~35 E.C. stud.	~35 Early Childhood students visited senior citizens at the Sharon Community Center and sang songs, did an art project and had a follow-up discussion
May	Commun-ity Closet Mini-Fair	~24 7th grade stud.	~24 7th grade students raised $78 for the newly established Sharon Community Closet to help with lighting and vent-ilation systems
May	MS break-fast	~14 7th grade stud.	~14 7th grade students sold breakfast items to raise $58 for Project Bread
May	Brown Bag Lunch	~30	~30 7th grade students brought in items and packed lunches for children @ Mainspring House
5/1/94	Walk for Hunger	~30 HS	Encouraged Sharon High School students to participate in the Walk for Hunger, distri-buted sponsor sheets, did not provide transportation

DATES	PROGRAM	TARGET GROUP	DESCRIPTION
5/3/94	Election Day Project	2HS Jrs.	M. Abelson and J. Warner (gr. 11) shadowed Shirley Davenport on Election Day-volunteered and learned about the election process
5/3/94	CS Class Project@ Emerald Sq. Mall	~15 Fr. 2 Srs.	17 students went to mall dressed in different stereotypical outfits to learn about prejudice
5/3/94	Brown Bag Lunch	5MS	5 Middle School students made 50 bag lunches for Main-spring House as part of the Affinity Project
5/4/94	HS/El. Compu-ter Part-ners	1HS class 1 El. class	Class from Cottage St. came to HS to work on computers in lab with HS students
5/5/94	Women's Shelter Trip	1El. class-~8stud. per trip	Debbie Shaw's students visited a women's shelter in Boston
5/10/94	Fein-stein Market-place	~200 ~stud. (K-12) ~300 staff ~50out-of sys-tem	Students and staff presented and displayed CSL mini-grant projects (i.e. conflict re-solution, intergenerational poetry,7th grade intergener-ational sociology, Secret Garden, Water Quality, Commun-ity Builders
5/11/94	City Lights	HS stud. ~700 assem-bly	Students from Boston City Lights Dance Group performed for Sharon students (Anti-vio-lence in city) provided vans

DATES	PROGRAM	TARGET GROUP	DESCRIPTION
5/12/94	COA show	4 8th grade stud.	Lisa Nardone brought 4 8th grade members of a flute quartet to play for the Council on Aging's Volunteer Recognition Day, provided van transportation
5/16/94	Community Closet Project	1Fr. CS class ~15 stud.	Students in Emily Fishbein and Dan Allman's freshman community service class went to the Community Closet to help set up shelves, paint, carpet, clean, etc.
5/17/94 5/18/94 5/19/94	Real Life 101	Entire Sr. class ~200	Transported ~ 10 students to Stonehill College to participate in the 3 day senior workshops
5/17/94 5/18/94 5/20/94 5/23/94	Health Peers	~10 Health Peers	Transported ~10 HS Health Peers to the Middle School to lead classes
5/19/94	MS Clean-up	~26 MS CS Club	~26 6-8th grade members of the MS Community Service club painted picnic tables at the Middle School
5/19/94	Intergenerational Sociology Oral Histories	~70 7th gr. stud.	Students went to the Sharon Community Center (via Feinstein vans) and to the Meadowbrook Nursing Home to interview senior citizen partners about their lives as part of a mini-grant project

DATES	PROGRAM	TARGET GROUP	DESCRIPTION
5/20/94	Computer Project-Elem.	~25 elem. stud. Cottage	~25 elementary students from Cottage Street School partnered with HS students to work on computers, coordinated by computer staff, transported by Feinstein vans
5/23/94	E.C. to Manor	~33 E.C. stud.	~33 Early Childhood students visited the Sharon Manor Nursing Home , students did art projects, sang songs and had a follow-up discussion, arranged by Linda Salon, transported by Feinstein vans
5/24/94	Trip to P.C.	~15 jrs. SHS ~8P.C. stud. Alan F. P.C. staff	Alan met with community service leaders from Sharon at Providence College to share his vision and to hear about their ideas and experiences
5/25/94	Rene Project	2-3 HS stud.	Students arranged a sale of "Earth Pops" to raise money to donate to Old Colony Hospice in memory of Rene Houde, science coordinator
5/25/94	Computer Project Elem.	1 Elem. class from Hts. ~25 stud.	Provided transportation to bring elementary students to HS computer labs (no longer with HS students as they'd finished school)
5/26/94	Community Closet	~15 HS fr.	Students again worked on the Community Closet at the Sharon Community Center as part of their Freshman Community Service Class

DATES	PROGRAM	TARGET GROUP	DESCRIPTION
5/27/94 6/1/94 6/2/94 6/6/94 6/13/94	HIV Peers	~10 HS HIV Peers	Provided transportation for K. Heck's HIV Peers to go the Middle School to give presentations
5/27/94	Pine Street Inn	~30 HS stud.	2 Freshman Community Service Classes visited the Pine Street Inn
5/31/94	Com-puter Pro-ject Elem.	~25 Elem. stud. from East	Transported ~25 East Elementary students to the HS computer labs
5/31/94	MS Peers	~14 MS Peers	Jane Atwell's MS peers did a presentation at all 3 elementary schools and went to Borderland State Park for a celebration, provided 2 vans

English/Community Service Newsletter

Introducing Community Service to Younger Age Levels

June 16, 1994

For our English community service project, we decided to try to expand the community service program by incorporating it into the curriculum of elemenmtary school education. We feel that by bringing community service to younger levels, children would apply the knowledge they learned just as they would in other academic fields. Rather than having to think about participating in some benevolent deed to benefit the community, they would help willingly by instinct.

Our group propose to first expose the idea of serving the community to grade three, at least. From that point on, the program would continue at each grade till Freshman year of high school. At that moment, the concept would no longer be considered mandatory; however, if students would like to advance, they would further their experience with the current community service system. Presently, we believe that by concentrating community service education at high school levels, little impact will effect the majority of high school students because many have alerady decide how they want to live their lives.

By: Mike Plotnick Jack Yu
Russ Flatto Andy Silver

Interview:
...with Lee Flaxer, the Principal of Heights Elementary School
Us: How do you feel about high schools getting invoved in the community service program?
L.F.: I feel community service should be an integral paret of every high school student's education.
Us: Do you think the community service program should be started at a younger age level, such as in the elementary schools?
L.F.: I believe that to whatever degree possible children in elementary school should be involved in some aspect of community service.
Us: What kind of programs could be run at younger age levels?
L.F.: Children could be involved in many environmental programs being connected with the science curriculum. They could also be involved in being aware of and providing support to seniors and or other people in need. For example, Heights children have worked with homeless shelters and senior citizens.
Us: Do you think that seniors at high school are more effective teaching the community service program than regular teachers in the high school faculty?
L.F.: Each in their own way bring

different experiences to children.
Us: Kids in the high school are not really interested in the program; however, if it was brought to a younger age group, do you think they would be more interested?
L.F.: I feel therefore students at any age, can be expected and therefore involved. A small class can lead to the involvement of others.
Us: Why do you feel high schoolers aren't so interested in this program?
L.F.: I do not think its a matter of interest, but rather a lack of awareness and experiences.
L.F.: Community service has an added major impact on uor school and I personally look forward to extending the programs in the future.
Interview:
...with Felicia, member of community service
Us: How do you feel about about high schoolers getting involved in the community service program?
F.: I feel students should find it meaningful. Everyone could find a way to do it to make it more fun to them, such as coaching or anything that you like. Howevr, no one should be forced to do it.
Us: Do you think that seniors in high school ar more effective than regular teachers in the faculty teaching them?
F.: Not yet, because of their lack of training. They are not yet prepared to teach and are finding it hard to exert authority.
Us: Kids in the high school are not really interested in the program; however, if it was brought to a younger age group, do you think they would be much more interested?
F.: I'm not sure yet, but it remains to be seen. I feel kids who had a formal community service class from kindergarten to the 12th grade will be more interested, yet this remains to be done.
Us: What improvements would you suggest the heads of the community service program make in their curriculum?
F.: There are two major changes they should make: 1) how to reach high schoolers and get on their case teaching them there are fun ways to do community service. 2) produce a more consistenet high school schedule providing more community service time.
Interview:
...with Chuck Fazzio, social studies teacher at Sharon Hiogh School and baseball extraordinare
Us: Do you feel that the community service program has helped to benefit our community in any way?
C. F.: I strongly believe that it is giving students a sense of self worth. It also gives kids a chance to participate in society.
Us: Do you think the program should be opted at elementary school levels instead of at high school levels?
C.F.: It should be system wide.
Us: Do you have any suggestions for changing the programs?
C.F.: Structure the schedule so that the communtiy service class does not

conflict with academics.
Us: What programs are you involved in that are based around community service?
C.F.: I am involved in the senior-freshman project and the humanities project.
Us: Do you think ther should be a required amount of community service to graduate?
C.F.: Yes, there should be a yearly required amount with a senior interdisciplinary project dealing with communtiy service.

After researching this topic, we received a variety of responses from the people currently involved. We have concluded that communtiy service has been brought to a younger age level and there are undergoing developements, but we plan on continuing this project with people such as Mrs. Bender and Mrs. Brown.

COMMUNITY SERVICE LEARNING PROGRAMS

Curriculum Area(s)	Program Name	Community Need	Student's Action/Product	Reflection Celebration	Structure/ Needs
English Math Social Studies	Learning Partners	Mentoring tutoring peer/cross age	-paragraphs/poetry -reading "Moby Dick" -letter writing -multiplication	Writes of Spring Poetry/Journals Big Book	2 hrs. every H.S. cycle 3rd grade/Sr. H.S. Vans for transport.
Language (oral & written) Social Studies	2nd Grade Senior Citizen	Linking generations Adopt an Animal	-invitations/letters -interviewing -artwork	Picnic at Zoo Adopt an Animal	1 hr./1x month for 3 months then picnic
Social Studies Language	Sister School Link up	Linking students from ethnically diverse backgrounds for understanding	-letters -visiting each other's classrooms/comparing classwork/projects	Thanksgiving dinner Picnic at Arborateum	letter writing visits 2 times
Social Studies Language	Speakers 4th grade	"To Never Forget" Holocaust Understanding of other cultures	-letters -comparison of speakers' real experiences with novel -interviewing	Personal letters to speakers	Within reading curriculum, then 2 hours
Social Studies Language	Speakers 5th Grade	Recognition of Community people and their achievements	-interviewing -reporting	Personal Letters and responses Newspaper article	Women's History Month/1x week for 3 weeks

COMMUNITY SERVICE LEARNING PROGRAMS
Page Two

Curriculum Area(s)	Program Name	Community Need	Students' Action/Product	Reflection Celebration	Structure/Needs
Science/Math Art	1st Grade	Bird Houses for endangered species	-Students constructed houses for endang. birds	Finished project	1 month
Music/Art Language	3rd Grade Spring Fling	Performance for shut-ins in nursing home	Musical Performance and Artwork	Actual performance presentation of artwork	within music and classroom curric. 1 hour trip/bus
Language/Computer Science	3rd grade/ Middle School Tutors	Computer Tutoring	-space projects on computer program	putting projects on computer	middle school students traveled to elementary school
All	Homework Club	Help for elementary students	-Tutoring by Middle School Volun.	???	1 hour/ 2 d/w 1 month/Van for transportation
Reading	5th Grade Readers	Audio books for special needs studn.	-5th grade students read 2nd grade book on tape	????	during free time
Science	Horizons for Youth Volunteers	Chaperones for 1,2,3 grade trips	-High School Seniors volunteer their time to chaperone	????	

COMMUNITY SERVICE LEARNING PROGRAMS
Page Three

Curriculum Area(s)	Program Name	Community Need	Students' Action/Product	Reflection Celebration	Structure/Needs
Social Studies	Cottage Street Bag Lunch Prog.	Keeping Food Pantry stocked	-students make bag lunches	???	1x/month 50 lunches are made with parent help
Science	Student Guides for Moosehill	More guides for school groups	High School students lead tours	????	training, then actual tours
Science/Art	Courtyard Beautification	High School Courtyard was in need of cleanup	clean-up/planting flowers/benches/planters	pizza party	????
Physical Education	High School Baseball Coaches	More coaches needed for teams	students learn about coaching--run practices	won the league!	???

LIST OF COLLABORATING COMMUNITY ORGANIZATIONS

- Vermont Institute for Natural Sciences (VINS)
- Anti-Defamation League
- Norfolk County District Attorney's Office
- Tufts EPIIC Model U.N. Program
- Stanford Professional Development Center
- The Governor's Alliance vs. Racism and Violence
- Horizons for Youth Camp
- Stoughton Food Pantry
- Canton Food Pantry
- Hixson Farm
- Cancer Society
- Mass Civil Liberties Union
- Students Against Violence Everywhere (SAVE)
- Representative Kafka
- State Senator Bill Keating
- Creative Hearts (Very Special Arts Day)
- Sharon Garden Club
- Harvard Outward Bound Project in Experiential Based Education
- Pine Street Inn
- Casa Nueva Vida
- Lincoln Filene Center at Tufts University
- Attleboro Grace Episcopal Church Food Pantry
- Youth Hunger Brigade
- Sharon Council on Aging
- Sharon Rotary Club
- Dorcas Society
- Senior Men's Club
- East Elementary PTG
- Heights Elementary PTG
- Middle School PTO
- Sharon High School PTSO
- Sharon Youth Coalition
- MBTA (The Massachusetts Bay Transportation Authority)
- Mass Highway Department
- Mass Commission on Disabilities
- Hebrew Rehabilitation Center
- Sharon Manor Nursing Home
- Mainspring House
- City Year
- Foxboro Discovery Museum/Children's Museum
- Mass Hospital School
- Moose Hill (Mass Audobon Society)
- The Sharon Youth Baseball Association
- The Sharon Recreation Department
- Sharon Conservation Commission
- Aids Action Committee
- Project Bread
- National Student Campaign Against Hunger and Homelessness
- World Hunger Year
- The Hunger Project

- St. Jude's Walk-a-Thon for Cancer Res
- Sharon Lake Management Committee
- Sharon Town Recycling Committee
- Sharon Planning Board
- Environmental Protection Agency
- Clinton Area Educational Reform
- Ellis Nursing Home
- Women's Lunchroom (Shelter in Boston
- HESSCO
- Sharon Public Library
- Sharon Town Clerk
- Early Childhood Program
- Kendall Whaling Museum
- Sharon Woods
- Hanna Paper Recycling
- Sharon Department of Public Works
- WBZ T.V.
- Sharon Cable Station
- Sharon Advocate

TOWN CLERK
SHARON, MASSACHUSETTS 02067

SHIRLEY S. DAVENPORT, CMC AAE
TOWN CLERK
TELEPHONE (617) 784-1505
FAX (617) 784-1503

MARLENE B. CHUSED
ASSISTANT TOWN CLERK

MEMORANDUM

TO: Massachusetts Department of Education
FROM: Town Clerk, Shirley S. Davenport SSD
RE: Massachusetts School Based Community Service Grant
DATE: July 1, 1994

It has been my pleasure to work with, and observe the efforts of the Louis Feinstein Public Service Program in the Sharon Schools. This program has opened up avenues of communication between the schools and town government, and between youngsters and town officials.

During the 3rd Grade Community Builders, Humanities Project I saw representatives of the Sharon Planning Board, Conservation Commission, Recreation Department, Police Department and Fire Department working directly with groups of students to assist in the planning of a model community. The culmination of the project was a mock town meeting where each group made their proposal to the rest of the class, and a vote of ratification was taken for each segment of the community. In this room were the future citizens of America actively participating in the democratic process. This sort of activity cannot be learned from a textbook.

At Sharon's Annual Town Election two high school students accompanied me throughout the day to observe the election process first hand. They met me at the town hall at 6:15 AM to help transport the ballots to the polls, and were back at 8:00 PM to witness the closing of the polls and the vote tabulation.
I have also had students from the Feinstein program assist with petition certifications. It was a good opportunity for me to explain to the students the actual process of gaining access, through initiative and referendum petitions, to the election process.

As Town Clerk for Sharon I know the importance of citizen participation in community activities. There are 269 appointed and elected non-paid citizens serving on town committees in Sharon. Their expertise is invaluable to the community. It is this public service that vitalizes our town. When youngsters learn these skills at an early age the future of America is a bit brighter.

It is my pleasure to endorse community service learning, and I look forward to continuing my partnership with the Feinstein Program in future years.

TOWN OF SHARON

COUNCIL ON AGING

NORMA SIMONS FITZGERALD, MSW, BCD
EXECUTIVE DIRECTOR

OFFICE
SHARON COMMUNITY CENTER
784-8000

July 1, 1994

To Whom It May Concern:

The Sharon Council on Aging is extremely pleased with the initiative taken by the Louis Feinstein Public Service Program in the Sharon Schools addressing some of the needs of the community through students' educational experiences. We give our full support to this application for a School-Based Community Service Learning Grant and the resulting activities that could benefit our community and foster the ethic of community service in generations to come.

Since its inception, the Feinstein Program has helped to meet some of the needs of the elderly citizens in Sharon in a number of ways. A Job Bank provided volunteer students to shovel snow and take out trash. They have also provided some socialization and cultural stimulation through an oral history project, holiday presentations, etc. Demographics indicate that the over 60 and especially the 80+ population (including frail elders) continues to increase. With a growing number of families with parents in the workforce, there are very few people in our town who have the time and flexibility to provide volunteer services or caregiving for our seniors. Many students have time during the day which they can devote to volunteering (especially when community service is integrated into their classes), and it has proved to be a beneficial and educational experience for all. We already have plans to work with the Feinstein Program next year on a number of initiatives (Council on Aging Walk-In Closet, Job Bank, intergenerational classroom projects, and an intergenerational afternoon activity program).

It is our belief that community and school programs working together provide not only resources, but an opportunity to promote togetherness in the community and to promote awareness of the needs and concerns of all generations.

Sincerely,

Norma Simons Fitzgerald

Norma Simons Fitzgerald, MSW, LICSW
Executive Director

NSF:nw

P.O. BOX 20 SHARON, MA 02067

THE SHARON COMMUNITY YOUTH COALITION

June 25, 1994

This letter is written in support of the Sharon Public School District grant application of the Massachusetts School-Based Community Service Learning Program.

Over the past two years, the Feinstein Program, our local community service program, has participated in and contributed to the mission of the Sharon Community Youth Coalition (CYC) in many ways. Julie Bartsch, Director of the Feinstein Program has also invited CYC members to participate in such CSL activities as the 1993 conference on Community Service Learning, serve on an Advisory Board, and attend various programs, workshops, and celebrations. The partnership has been rewarding and positive for the development of the CYC. In many ways, CSL has been a vehicle for realizing many aspects of the CYC mission.

> The mission of the CYC is to enhance the physical, emotional, social and spiritual well-being, to improve the quality of life, and to effect a positive environment for the youth of the community.

CYC membership encompasses extensive representation throughout Sharon and the wider community, including adult and student participants of the Feinstein Program, clergy, selectmen, school committee, superintendent, student groups within the High School, library, health advisory board, recreation, parent-teacher associations, Jewish and Family Community Services and Prevention Resources.

When the Feinstein Program began in Sharon, the CYC had identified values of "respect for self, others, and the environment" as driving forces in the community. It is through the many Community Service Learning Projects that these values have been enhanced and articulated. We are very appreciative of the activist spirit of the leaders of the Feinstein Program, both adult and student. Examples of their numerous efforts, such as the Handicap Ramp at the train station, conflict mediation programs, and senior research projects have resulted in cooperative processes between many public and private groups, students and teachers. The projects have been sterling examples of activities that enhance the well-being of youth, by creating climates where participants feel connected to community, where their efforts counted and were valued, and finally, where they developed the sense that they were capable people. CSL addresses the nature of the whole child in the learning process and provides for these three interpersonal outcomes: a sense of community, counting, and capability - the "three C's", as coined by a local psychologist, Amy Lou.

As it is our mission to support initiatives that affect the quality of life of young people, we support and celebrate the many ways the Feinstein Program has contributed to the lives of Sharon youth. In supporting student initiatives and providing authentic learning experiences for students, not only has the educational climate changed for these students, but the students themselves have becomes vehicles for these changes. The empowering of youth has sparked further initiatives and involvement of adults and other students. These initiatives effectively create an atmosphere for change within the school, serving as a model for increased student-centered education processes and formats.

One very simple, but very effective technique that was used by the Feinstein Program Director encouraged partnerships through a gathering of people with similar interests. She held an hour meeting to promote the sharing of environmental projects with which each student, teacher, or community member was involved or had an interest. This served as an effective mechanism for encouraging collaboration. One of the greatest strengths of the Feinstein Program fills the need in public education to provide planning time in which to share ideas and strategies. With CSL, the involvement extends into the community as well.

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Meetings like these foster change in education. They serve to energize minds and reinvigorate spirits. Simple, yet effective, the results of such meetings can lead to greater reflection on curriculum and teaching. Allowed to create their own agendas and changes, teachers have no compulsion to resist new projects and plans, which is often the case when plans are initiated without teacher ownership. Through these processes, CSL becomes another path for educational reform.

Examples of CYC and Feinstein Program partnerships have included such projects as the Coffee House Youth Center which organized four musical events for students and raised funds in the community to cover costs. Another program, initiated by a student with joint support, is a Senior-Freshman mentor/buddy program that will begin next year in the High School. Our unique Family Week involves joint participation, collaboration, and celebration.

This year the CYC was a sounding board for members of the community. We attempted to listen and collect information from adults and students on important issues related to student life and reflect on how problems were being addressed within the community. To develop a greater understanding of the issues of youth, the CYC held a spring retreat. The participation of Feinstein Program staff and students was invaluable in the planning and ideas shared at the retreat.

The report on this retreat recommends a direction for next year that will strengthen partnerships throughout the community, our abilities to empower one another, our practices of conflict control. In partnership with the Feinstein Program, the CYC will become advocates of students and adult initiatives. Empowering student leadership practices, the CYC will be co-chaired next year by an adult and a student. The Feinstein Program will be an integral part of identifying and addressing community needs and finding avenues for empowering young minds.

We look forward to continuing our partnership with the Feinstein Program staff and students, as we create new ways of providing and maintaining empowering environments in the Town of Sharon that will foster values of respect for self, others, and the environment.

Respectfully,

Ellen Schoenfeld-Berks

Ellen Schoenfeld-Berks, Co-Chair

Barry Starr

Rabbi Barry Starr, Vice-Chair

STOUGHTON PUBLIC SCHOOLS
232 PEARL STREET
STOUGHTON, MASSACHUSETTS 02072
(617) 344-4000
FAX 617-344-3789

STOUGHTON HIGH SCHOOL
GUIDANCE DEPARTMENT
Extension 251

May 19, 1994

Dear Julie,

Please accept our gratitude for the time and effort you gave to us on Tuesday afternoon. We were particularly pleased to have the opportunity to speak with folks who have their program up and running and obviously running at quite a clip. Your graciousness, coffee and cake etc, did not go unnoticed by the" Harried Band of Eight." Bouncing ideas around and hearing of successful ventures, along with listening to those who have heard the message and are enthused did much for us as a fledgling group. As we may have mentioned when we met, this group is an outgrowth of the original design group which met under the sponsorship of a Commonwealth Inservice Grant received by Stoughton High last academic year. The current grant consultants are Richard Novak, Occupational Ed. and myself. Other members of the committee are Ruth Weiner, English; Judy Hamilton, Dir. of English; Hollie Blaustein, Special Ed.;Debbie McHugh-Conrad, Business; Marilyn Berman, Social Studies; and Roz Rosenburg, Math. It has been a great group of interesting and excited staff and we look forward to a productive year. We have had 59 students enroll in our Community Service Program thus far.

Again, I offer my personal thanks and the gratitude of the entire group.We commend you for what appears to be your tireless energy and wonderful spirit. You have been an inspiration to us and certainly to great numbers of people in Sharon. I share a moment. As we left the parking lot after attending your open house last week, I stopped a young mother with two children. I said I had just seen her on stage accepting one of the grants presented at the assembly. Her enthusiasm and gratitude was heart-warming. She spoke of the good will engendered throughout the town. How successful you have all been!

Sincerely,

Michael R. Homer
Guidance Department

STOUGHTON FOOD PANTRY
P. O. Box 812
STOUGHTON, MA 02072

SPONSORED BY FIRST UNITED METHODIST CHURCH

May 11, 1993

Feinstein Foundation, Inc.
37 Alhambra Circle
Cranston, R.I. 02905

Dear Friends:

We cannot begin to thank you for the very generous grant that was awarded the pantry.

In the past year the number of our client families has more than doubled. However, we still hoped we could reach our goal of increasing each family's allocation.

It is only with the help of donors like you that we are not only able to take care of the 500 people a month that come to us, but have almost doubled each family's share.

We are very grateful to you for enabling us to continue the work that is so vital to the needy families of this area.

Sincerely yours,

Ilse C. Marks

Director, Stoughton Food Pantry

Julie -
Many thanks to you too.
Ilse

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